

APPENDIX
TO THE
EIGHTIETH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
SCHOOL YEAR, 1913-14.

SECTION I

General Report on the State of National Education by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

Presented to both Houses of Parliament by Command of His Majesty.



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APPENDIX TO THE EIGHTIETH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

SCHOOL YEAR 1913-14.

SECTION I.—GENERAL REPORTS ON THE STATE OF NATIONAL
EDUCATION IN 1913-14 BY INSPECTORS AND OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

GENERAL REPORT ON THE TRAINING COLLEGES, SESSION 1913-14.

The Training Colleges have completed a satisfactory year's work.

Five hundred and thirty students were successful in the final examination—40·9 per cent. passing in the First Division, 46·4 in Second Division, and 10·3 in Third Division. Thirteen students—2·4 per cent.—failed.

The first year's course was completed successfully by five hundred and ninety-seven students—85·8, 50·3, and 11·4 being the percentages in First, Second, and Third Division respectively. The failures amounted to 3·5 per cent.

The general result indicates an improvement on last year's return.

The 1913-14 Session was uneventful. No change in the system of training is to be recorded. The system is, on the whole, efficient. We believe, however, that there is room for improvement in some points, and the College authorities also are not fully satisfied with all the present regulations. Proposals for the betterment of the training scheme have been discussed in conference, but, while we may say that there is agreement as to principles, the methods by which they are to be made effective have not yet been worked out to the satisfaction of all the authorities.

It is said that our examination is open to objection in two respects, viz. : (1) that the examiner and the professor are not associated in the setting of the examination papers, and (2) that the examination determines the success or failure of the students without any reference to the professors, who know their individual capabilities and attainments, and are best qualified to give an opinion on their qualifications as future teachers. As regards the first objection, it may be granted that there is an obvious advantage in the association of the professor with the examiner, but that co-operation is not feasible when one central authority has to deal with many Colleges and many different staffs. It might be secured with less difficulty if the Colleges made themselves responsible, subject to official supervision, for the examination and classification of their own students. The argument against the existing system is not, however, supported in any striking manner by the results of our examinations. The professors and the examiners, as might be expected, appear to agree very well as to what should be considered of primary and what of secondary importance in the treatment of the subjects of

the course. The other objection, that the professors have too little voice in deciding the success or failure of the students, has its complete remedy only in the suggestion which has been made for the removal of the first. But it must be said that as regards the practical examination tests, and especially as regards the important practical test in teaching, the professor's opinion receives very careful consideration in the award of marks. It is probably true that in some cases the application, promise and general character of the student are not fully reflected in his classification, but a glance at the appended tables will show that no serious hardship can be charged to the working of our examination scheme.

The foregoing observations are not prompted by a full conviction that the system of examination conducted by us for the Commissioners as an external authority is the best possible. On the contrary, we are led by our experience to the conclusion that modifications of the system are desirable. Circumstances oblige us now to measure the efficiency of the Colleges chiefly by the results of examination. We have too little opportunity for adequate acquaintance with their ordinary working conditions. The students are drawn up before us on parade, as it were, and we classify them by their answers to our questions and by their display in a teaching test, which is necessarily lacking in some of the factors of a real class-room problem; but we can certify comparatively little from direct observation of the undress activities of the College in the teaching and training of the students. We have no doubt that in general these are satisfactory. While, however, we disavow anything in the nature of inquisitorial supervision, we feel that we should be in closer touch with the professors, so that we may understand more fully their problems, and thus, perhaps, be enabled to facilitate and assist their work. A fuller knowledge of the students in their class-rooms would enable us to dispense immediately with a considerable part of the official examination, to release professors and students from strain, and to give the College authorities a more decisive voice in the classification of their students.

It is inevitable under an examination system that the student is tempted to lose sight of the true purpose of his study, the mastery of his subject for the pleasure and the power which it confers, and to aim at the things which pay in the examination hall. We have observed some indications of that tendency in the practical teaching tests. The lists of lessons presented to us in some of the Colleges were far from representative of the work which will confront the students in their schools. The professors had, indeed, endeavoured to comprise in the criticism lessons adequate types in each branch of the curriculum, so that ability to handle not a particular lesson, but any lesson in that branch might be attained. The students, however, did their best in the final list of lessons submitted to limit our choice sometimes to a rather narrow range of subjects in which they expected to acquit themselves well. The professors of method did not approve of this manoeuvre, but confessed themselves powerless or disinclined to prevent it, because their interference might draw upon them

remonstrances in the event of the students' want of full success in handling a lesson which would not appear in his own selection. We hope that the representations we made on this point will enable them to show a firmer attitude in future.

We are pleased to note signs of the continuous development of a larger spirit of College life. Literary and debating societies, dramatic and musical performances, and other social entertainments now play an important part in the general training of the students in most of the Colleges. The beneficial effects of these activities are reflected in the broader outlook, ease of expression, deportment and general demeanour of the students in those Colleges which excel in them.

The usual tables (A, B and C), containing statistics concerning the students in training, and giving an abstract of the results of the Easter and July Examinations, are appended.

KING'S SCHOLARS IN TRAINING, 1913-14.

TABLE A.

NUMBER of STUDENTS in the several TRAINING COLLEGES at the commencement of the Session, and at its close, and the number of those who passed the examination.

	Number at commencement of Session.	Number at close of Session.	First Year Students.		Final Year Students.	
			Number Examined.	Number Passed.	Number Examined.	Number Passed.
Marlborough-street—						
Men,	79 (c)	79	47	44	28	27
Women, Intern, ..	216	213 †(d)	111	109	100	99
Women, Extern, ..	6	5 *(d)	3	3	1	1
St. Patrick's ..	168 (b)	162*(c)	80	76	73	71
Our Lady of Mercy,	201	190	109	107	90	87
Church of Ireland,—						
Men,	25	24	11	10	13	12
Women,	110	108	52	51	56	55
De La Salle, ..	198 (c)	198*(f)	103	101	79	75
St. Mary's,	100	99	51	51	48	48
Mary Immaculate, ..	100	100	46	46	54	54

† Two students absent through illness from Examination.

* One student absent through illness from Examination.

(c) Includes four men undergoing a third year course of training.

(b) Includes eight men undergoing a third year course of training.

(c) Includes fifteen men undergoing a third year course of training.

(d) Six women left the intern class. One first year extern student was transferred to the intern class, and two students were re-admitted to the College, during the Session, to complete a previously interrupted first year of training.

(e) Two students were re-admitted during the Session to complete a previously interrupted second year of training.

(f) Two students left during the Session and two were re-admitted (one as an intern and one as an extern student) to complete a previously interrupted first and second year of training respectively.

TABLE B.

JULY EXAMINATIONS, 1914.

RESULTS of EXAMINATION of KING'S SCHOLARS.

FINAL YEAR.

	Men.	Women.	Total.	Percentage
Number passed in 1st Division, ...	56	166	222	40.9
Do, do, 2nd do, ...	93	159	252	46.4
Do, do, 3rd do, ...	37	19	56	10.3
Total number Passed ...	186	344	530	97.6
Do, Failed, ...	8	5	13	2.4

FIRST YEAR.

	Men.	Women.	Total.	Percentage
Number passed in 1st Division, ...	85	134	219	35.8
Do, do, 2nd do, ...	118	195	308	50.8
Do, do, 3rd do, ...	32	33	70	11.4
Total number Passed, ...	230	367	597	97.5
Do, Failed, ...	10	5	15	2.5

TABLE C.

KING'S SCHOLARSHIP EXAMINATION, 1913 and 1914.

Results.	Year 1913.		Year 1914.	
	Men.	Women.	Men.	Women.
First Division,	33	137	18	56
Second Division,	100	500	93	441
Third Division,	102	356	119	486
Number of Intermediate Students passed.	52	66	49	51
Special Candidate — Passed in Vocal Music.	—	—	—	1
	1,346		1,314	
Total number of Passes, ..	287	1,059	279	1,036
Number failed,	177	332	136	404
Number disallowed, ..	—	3	—	3
Number who did not complete examination.	1	3	2	3
	465		417	
Total,	1,862		1,862	

MARLBOROUGH STREET COLLEGE.

Men's Department.—Applicants for admission to this College are not yet coming forward in adequate numbers. It is unnecessary to refer again this year to the causes of the shortage of candidates.

We are pleased to report that the students, on the whole, made a better impression than last year. Some very capable teachers were found amongst the final year students; some were weak, but the average student reached a higher standard. The Principal expressed himself as gratified by their conduct and application.

Reference must be made to the success of the voluntary work which is done in horticulture and bee-keeping at Marlboro' Hall, under the supervision of the Principal and Mr. Warnock. The students display keen interest in their garden plots, and have acquired an experience of great value.

Women's Department.—The shortage of King's Scholars in the men's department has led to pressure on the accommodation in the women's. The accommodation is now inadequate—indeed some of the domestic and teaching arrangements are unsuitable. They compare very unfavourably with what one sees in the other Women's Colleges, and are not worthy of an institution for which the Commissioners are responsible. It is quite impossible for the Marlborough Women's College with its present unsatisfactory housing to rival in efficiency its sister Colleges. Were it not for the fine type of candidate which the College commands it is to be feared that it would be far out-distanced. Much credit is, indeed, due to those responsible for the successful work which is done in trying circumstances. But it is to be hoped that the difficulties which have so far prevented the Commissioners from providing a worthy home for the students will soon be surmounted.

ST. PATRICK'S TRAINING COLLEGE.

The Very Reverend Principal and the staff are to be congratulated on the high merit of the general results of the past session's work. The statistics of the examination furnish proof of the skill and earnestness of the teaching and the industry of the students, whose professional training receives equally careful attention. Their keen perception of the merits and defects of their colleagues' teaching in the criticism lessons made a very favourable impression. The advantages of a good address and manner are not lost sight of. Effective care is taken of the physical welfare of the students, who excel in drill and games. Their general surroundings are all that could be desired.

ST. MARY'S TRAINING COLLEGE.

A fine spirit of work pervades this College. The general results show its effectiveness. The students are well taught and well trained. They acquitted themselves creditably both in the written and in the practical examinations. In the practical

teaching tests the number of excellent students was, perhaps, less than last year, which furnished more students of finer natural gifts, but a high average of merit was nevertheless attained.

The Professor of Method has still to contend with the difficulty of inadequate Practising School accommodation.

The general comfort of the students is admirably provided for, and the buildings and grounds are well maintained.

MARY IMMACULATE TRAINING COLLEGE.

The Session was opened in September last with the full complement of 100 students.

There is no falling off in the standard usually reached in this College. The written and practical tests have all brought out the same intelligence and earnestness. The advance in acquirements, outlook and demeanour wrought in two years' course of training is most striking, and is strong evidence of the excellent working of the institution. It is to be noted that the purely technical side is not cultivated to the complete exclusion of development in other directions, and that an appeal is made to the artistic talents of the students in the matter of acting, singing and dancing.

Ready employment is found for the girls who have completed their course. The general verdict of Managers and Inspectors is that they teach and behave in such a manner as to be a credit to the College in which they were trained.

OUR LADY OF MERCY TRAINING COLLEGE.

The Session opened in September, 1913, with the full number on rolls. Of these, 109 first year students were examined in July, 1914, and 90 second year students.

No changes have been made in the staff of the professors, and the work of the College continues to go on in the usual smooth and effective way. In the various parts of their examination, both oral and written, the students acquitted themselves very creditably. In the practical teaching tests and criticism lessons they displayed much intelligence and resource.

The Examiners in the various special subjects report favourably of the progress in their respective departments.

A good, general standard of health has been maintained. The elevated, healthy site of the College, the fine building and grounds, and the well-planned working arrangements are largely responsible for this.

CHURCH OF IRELAND TRAINING COLLEGE.

This College opened in September, 1913, with 25 men and 110 women in attendance. Of these, 24 men and 108 women remained to the end of the Session, and were examined in July, 1914.

The training of the students has been earnest and systematic, and the results, as evidenced by examination tests, have been satisfactory.

For one reason and another, the number of men candidates for admission to this Training College continues to be small, and, consequently, students have to be admitted who are just barely qualified. The task of preparing these students is an arduous one, but it has been discharged with success. A similar difficulty does not present itself in the case of the women candidates. The teaching profession, is, in their case, an attractive employment, and well prepared candidates can be secured.

There is a valuable educational library in connexion with the College, and it is satisfactory to know that the students in the matter of reading do not confine themselves to books prescribed for examination.

DE LA SALLE TRAINING COLLEGE.

The number of properly qualified candidates for this College is large, and the Session began in September with a full complement of 200 students, all, with one or two exceptions, likely to prove efficient teachers.

Some changes have been made in the professorial staff, and with good results. Skill and earnestness have been brought to bear on the training of the students.

The practical teaching lessons given in our presence showed that much care and attention had been given to this department. The criticism lessons have also been properly carried out.

The conduct and health of the students have been good, and there is every reason for being satisfied with the year's work.

J. McNEILL.

THOS. P. O'CONNOR.

OMAGH

July, 1914.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the schools in the Omagh Circuit for the year ended 30th June, 1914.

The Circuit.

Since the date of my previous report, furnished two years ago, Mr. Gloster, District Inspector, who had charge of the eastern section of the circuit, left, and was succeeded by Mr. Bartley. The western section still continues under the supervision of Mr. O'Reilly. Seventeen schools, serving an area which extends from the centre to Newtownstewart, are under my immediate care.

School Accommodation and Equipment.

Striking changes cannot be chronicled within a period of two years. The circuit area has not altered, but the number of schools in operation at present is 368, as compared with 372 in 1912. One school, Ederney Hill, has been suppressed as unnecessary; five, Aughee, Belnatibbert, Lackagh, Cady, and Crosscavanagh G., have been amalgamated with neighbouring schools; while two, Orritor and St. Mary's (Carland), have been added to the list of national schools. New school-houses have been built or are in process of construction at Ardess, Cornabracken, Douglas, Garvetagh, Legfordrum, Moortown (two schools), Coalisland (two schools), Coagh, Cookstown, and Eglisish, to replace the unsuitable buildings which ministered to the educational needs of the respective localities in the past; and grants, or applications for grants, have been made in the case of school-houses to be built at Aughnamerigan, Castlederg (two schools), Drumharvey, Drumnabey, Dooratt, Glenn, Killyclogher, Rabstown, Tummery, Knocknagor, Aughnagar, Pome-roy (two schools), Turniskea, and Altmore.

There are still about twenty school-houses which are in so unsatisfactory a condition as to be utterly unfit for educational purposes; about sixteen which differ from the former only in being somewhat less unsuitable; and over eighty which, while they may continue to serve some time longer, are not adapted to modern educational requirements. With the exception of a dozen, which are overcrowded, the existing buildings afford sufficient house room for the pupils in attendance, and it is unlikely that any additional schools will be taken in connection, or even applied for: indeed, a few of the existing schools might, with advantage, be suppressed.

About 240 houses are decidedly good buildings, many of them being handsome, modern structures. Many, however, are defective in regard to accommodation, as they consist of but one room,

though two or more teachers are employed; or of a large room supplemented by a class-room so small as to be practically useless. Of 282 schools conducted by two or more teachers, 174 consist of a single room.

Very many are without playgrounds, and in a considerable number the yards are so small or so unsuitable that the children prefer to play on the public road.

As regards sanitary arrangements, I regret to have to state that, excluding cases where new schools have been built, there is little improvement in the condition of affairs as reported two years ago. While all, or nearly all, are provided with offices of some kind, there is a considerable number in which the latter are built quite close to the school buildings, and a very large number, attended by both boys and girls, in which the closets are not separated externally, and, having a common approach, are accessible to the pupils of either sex, indifferently. I can, however, report an improvement in respect of cleanliness—due in part, no doubt, to the public grant made for the purpose.

In a great many schools the furniture is unsatisfactory, the desks being of unsuitable shape and size, or not being graduated to suit the pupils of different ages. In quite a good number, in order to afford seating accommodation for all, the desks have to be supplemented by forms which, through defects in their construction, do not afford proper rest, and constrain the children to assume attitudes prejudicial to health. Matters are gradually improving, however, in regard to seating accommodation.

All schools are furnished with the equipment absolutely necessary for conducting the work, *e.g.*, blackboards, maps, charts, &c. Sometimes a clock is out of order, and awaits repair; the number of blackboards may be insufficient; music charts may be wanting; there may be no globe or no map of the school neighbourhood; or the maps may be so dilapidated as to be practically useless. Not infrequently teachers have to supply equipment and materials from their own resources.

Few schools are fully supplied with books of reference. In nearly all one finds an English dictionary; seldom beyond this. Encyclopedias, dictionaries of biography, and similar works of reference, extremely useful to appeal to on occasions, are very rare. A good proportion have small collections of books for lending purposes, usually very cheap, but useful.

The teachers, I am glad to report, are becoming more alive to the importance of keeping their schools neat and tidy. They cannot fail to see that next in importance to sound instruction comes a comfortable and attractive room as a factor in maintaining regularity and punctuality of attendance. In the winter months the schools are usually provided with fires, or are otherwise adequately heated: and in this respect there is little cause for complaint. The teacher who neglects to keep his school comfortable will soon find out his mistake in irregular attendance and diminishing averages. Mr. Bartley informs me that in about twenty instances the teachers stated in their returns that they had to bear part of the cost of the fuel; and I met a few similar cases myself when holding general inspections.

Fire-guards are to be found in practically all the schools in the circuit now: a regrettable burning accident, resulting in the death of a child, which occurred in a school where there was no such appliance, contributed not a little to bring this about.

Beyond some dumb-bells, wands, &c., occasionally used at drill exercises, there are no appliances for physical culture. Ball-alleys, swings, croquet or hockey grounds, swimming baths, &c., are unknown, but in a few schools, I believe, football clubs have been formed.

On the subject of school premises and equipment, Mr. O'Reilly observes:—

"Internally and externally, the houses present a better appearance now than two years ago. Internal equipment remains much in the position prevailing at the time of last general report. In a few schools vested in the Commissionere or in Trustees, dual desks have been introduced: and in many instances fuller equipments have been provided for the Infants and Junior Standards. In the case of a certain number of schools in which young trained teachers have been recently appointed, application has been made for science equipment."

And Mr. Bartley notes:—

"The school buildings are sufficiently numerous for the requirements of the district.

"In many instances the school rooms are too low, and the means of ventilation are inadequate. The lighting is sometimes bad. In a large number of schools the furniture is unsuitable. Desks of the older types prevail. There is no proper provision for the seating of infants. In a vested school I recently found a fairly large infants' class seated on forms nearly twenty inches high. Owing to lack of funds it is very hard to get suitable desks provided. In some instances desks and forms have been lowered, or foot-rests have been attached.

"As a rule, the school-rooms are kept clean, and they are made attractive in a great many cases by pictures neatly arranged on the walls. Flower-plots are fairly common: so are window boxes and flower-pots."

Teachers.

The great majority of the teachers are efficient, industrious, and conscientious, and endeavour to train their pupils in habits of neatness, obedience, diligence, and attention to study. The good teacher aims at establishing a cordial understanding between himself and his pupils, and thus renders his labours as pleasant as their arduous nature will allow. In most cases I found the teachers devoted to their work and making preparation for it, and the children interested in their studies and responsive to instruction.

In the case of a large number of individuals—running into several hundreds—of different temperament, environment, outlook on life, character, talent, and resource, it would be idle to assert that all are uniformly satisfactory; but I can conscientiously state that the greater number place the due formation of character of their pupils in the foreground, and aim at training them in truth and manliness. A good many are fully alive to the importance of keeping abreast of the time, never standing

still, improving their methods of instruction, and so rendering themselves more competent to discharge the duties of their office; still, there are to be found those who do not grasp the full significance of true education, and fail to make their lessons fresh and interesting. This is especially seen in their methods of teaching History and Geography, which are handled with little skill, or in dealing with more technical subjects, such as Drawing and Nature Study.

Mr. Bartley's observations are to the point :—

"As a rule, the teachers are conscientious and hardworking, and by their character exercise a beneficial influence on their pupils. There are a few exceptionally good teachers in the section, and the general standard of efficiency is respectable. As regards preparation for school work, more might, with advantage, in many cases be done. Practically all prepare weekly schemes of work, but many of the lessons do not show the definiteness of aim and clearness of arrangement which are absolutely necessary for successful work. This is particularly noticeable in the case of History and Geography lessons. To make these interesting to the pupils, extensive reading and skilful treatment of the materials available are indispensable."

On this subject, Mr. O'Reilly states :—

"A period of two years brings but little change in the teaching staff of the schools of the section. In the natural order of events, a number of teachers must go out. When the elderly and old-fashioned give place to the young and the newly-trained, and when the incompetent and unsuccessful have to withdraw in favour of the more intelligent and more skilful, the section reaps benefit from the change. The number of changes, however, of this character which occur in two years is proportionately small, and the corresponding advantages, therefore, trivial. Only five teachers have inside that period completed their term of service under the Board. Four others of a younger age were called on to retire from inability to secure a training diploma. The majority of the changes, however, have little effect on the character of the work done in the schools; and in occasional instances, when very good men leave, the change may prove detrimental. Four teachers left the section on promotion to better schools elsewhere. Four turned their energies to more ambitious professions. An excellent teacher died."

"Two teachers had to retire for reasons other than incompetency."

Excluding the staffs of three large Convent schools, 365 principal teachers, 120 graded assistants, 163 junior assistant mistresses, and 10 workmistresses are employed in the circuit. Most of the principals and the graded assistants are trained.

Attendance and Health of Pupils.

Tyrone is mainly an agricultural county, producing tillage crops in abundance—corn, flax, potatoes, root crops, &c. Grazing is carried on to a comparatively small extent. Labour is scarce, and is frequently imported from neighbouring counties through the medium of hiring markets, which are held twice a year in the principal towns. Help at the planting and harvesting seasons is not despised, no matter how small; and the services of the children are requisitioned, especially on small farms, for "dropping" potatoes, saving turf, or making hay: every little

assistance counts. This necessarily affects the attendance; and in the rural districts teachers usually close for vacation when they notice or anticipate a diminution in the numbers at school. Such is the normal condition, and this year there has been no serious departure from it, save temporarily in a few districts, which were visited by epidemics. For 1913 the average attendance was about 70 per cent. of the average number on rolls—not a high percentage, one would say, considering that the Compulsory Attendance Act is in force practically all over the circuit. The enforcement of the Act has not, however, been attended with such results as one would reasonably expect. My colleagues, who have much that is interesting to say on this point as well as on the attendance of pupils generally, will speak for their districts.

Mr. O'Reilly reports:—

"The attendance at the schools of the district has been of a normal character during the past twelve months. There have been some protracted periods of bad weather over the whole section, and special areas have at times been visited by epidemics amongst the pupils. These checks on the attendance have been temporary and local. The year's attendance on the whole, taking the entire section and the full year into account, has been of the usual standard.

"The districts most severely visited by illness were parts of the Irvinestown, Dromore, and Urney parishes. Schools were actually closed for about three weeks, and attendance was depressed for close on three months. Other schools which suffered from such outbreaks were Dressog, Kilskeery Parochial, Garvetagh and Willmount.

"The whole section is under the control of attendance committees. The general effect of the school attendance system is rather neutral. The portions of the section in which the teachers are satisfied with the result of the system are not numerous. In some places, where judiciously and firmly worked by both officers and committees, it gives very efficient help. In others the law is applied with such indolence and leniency that it costs no thought to either parents or pupils. Where enforced spasmodically or with imprudent rigour it breeds a spirit of opposition which affects detrimentally the character of the attendance. Prosecutions engender in the parents a hatred of the Act, and inspire them with a perverse ingenuity in finding out and utilizing all possible occasions when it may be violated with impunity. This spirit, of course, is not widespread, but there are localities in which it is strongly manifested.

"The percentage of the average attendance to the average on rolls gives in a clear manner the real measure of a school's attendance. In a study of the last one hundred schools inspected by me during the year ending 30th June, 1914, I found that this percentage was:—

Below 60	:	in 7 schools.
Between 60 and 70	in 41	"
" 70 and 80	in 50	"
Over 80	in 2	"

"I was unable, during the time devoted to the subject, to trace any law in this fluctuating average. One of the two schools which reached over a percentage of eighty (86) was a school in a poor mountainous district, where one was more likely to look for a percentage of fifty. The increase here was mainly due to the character of the teacher and his work, and to his efforts to maintain a minimum average. A school a few hundred yards away realized only a percentage of fifty-eight. Fifty-two was the lowest percentage reached; eighty-six, just mentioned, was the highest. The

town schools mostly fluctuate between seventy and seventy-five. The predominating agency in the character of the school attendance seems to be the position of the school in regard to the homes of the pupils. Next in importance, as a permanent factor, comes the character of the teacher. Other influences are intermittent in their action, and variable in their intensity."

Mr. Bartley states:—

"The majority of the schools in the section are rural. The parents of the children are mostly small farmers, who require their services for agricultural work at certain seasons of the year. Vacations are taken as far as possible at these seasons.

"The Compulsory Attendance Act is in force over most of the section, except in the town of Dungannon. It is not, as a rule, very vigorously worked. The average attendance for the whole section was only 70 per cent. of the average number on rolls for the year 1913. For the Dungannon Schools the percentage was 77.

"While the pupils attend with great punctuality in some schools, in a large number of instances there is room for improvement in this matter. It is nothing unusual to find almost half the pupils arriving after ten o'clock. As a rule, in the most efficient schools they come in good time. Where they are exceptionally irregular there is generally laxity on the part of the staff in commencing work in the mornings."

In the preceding passages my colleagues have touched on the influence on attendance exercised by an efficient teacher. Their observations are borne out by my own experience. Children and parents are not slow to recognise and appreciate a good school; and the teacher who enjoys the reputation of giving sound instruction will not fail to secure the highest and most regular attendance the circumstances of the locality will allow.

Children, as a rule, are sent to school about the age of five, leaving about fourteen. This is subject to modification in the case of the Convent and Model schools, where babies of four are sometimes found, or in very good schools in the towns, where one meets occasionally with pupils of fifteen or sixteen. Their health is generally good.

I do not remember meeting cases of defective eyesight worth reporting. It is different with regard to the teeth: most or a very large proportion of the children are affected more or less with dental troubles. It is not unusual to see children of tender years with many of their first teeth gone long before the permanent teeth make their appearance; and an examination of the mouths of older children revealed unsoundness to a considerable extent.

I regret to have to state that in only six schools in the circuit—Sion Mills, B. and G., under the management of Captain Herdman, and Oldtown, B. and G., and Derryloran, B. and G., under the management of Rev. F. M. Moeran, M.A., Cookstown—has advantage been taken of the grant placed at the disposal of the Commissioners for the purpose of assisting schemes for the dental treatment of National School pupils. In the case of the Sion Mills Schools, the manager, who is a wealthy man, makes himself responsible for the local contribution required, and teeth are not only extracted, but filled when there is a chance of saving them; but in the case of the other schools, the amount

paid the dentist is so small that his treatment is practically confined to extractions. I am informed that an effort is being made to establish a clinic in Clogher. The difficulty of raising a local contribution equal to the sum granted by the Commissioners is the chief cause why the scheme is not more widely extended.

Proficiency.

Of the 368 schools in operation during the school year ending 30th June, 1914, 10 have been classified as "excellent," 57 "very good," 228 "good," and 73 "fair." None were classified "middling," though some of those marked "fair" are probably on the border line between these two marks.

I have much pleasure in being able to report improvement in the oral expression of the junior pupils during the past year. This I attribute to the new regulation introducing daily "conversation" lessons for infants and first standard children. My colleagues and myself have not been slow in taking steps to have the requirement carried out; and in order to make such lessons systematic, we request the teachers to enter in their weekly schemes, at the end of each week, the subjects of the "conversations" for each day of the following week. Such lessons commenced in the lowest standard cannot fail to have beneficial effects generally, and to exercise good influence on the reading and the oral answers of the children particularly.

The *Reading* is generally fluent, and fairly intelligent, but presents no feature of excellence. The chief faults are monotony of delivery, incorrect phrasing, and want of expression, which oftentimes make it tiresome and displeasing to the ear.

Penmanship is usually neat and legible, but frequently neatness is acquired at the expense of speed. Few pupils acquire the art of writing quickly and well. The method of holding the pen and the posture assumed by the child when writing are sometimes faulty; and in many schools ill-constructed desks are responsible for the latter.

In no school in the circuit can it be stated that *English Composition* is neglected; and in schools of the better type it is taught with much success. Where satisfactory proficiency is attained it will be found that systematic instruction is given in the subject—definite arrangements for demonstration lessons being made on the time-table. It is not easy to teach English Composition successfully; yet some teachers seem to think they have done enough when they divide up the subject of an essay into heads, and correct the crude attempts at writing made by the pupils. It is unnecessary to enumerate the faults one finds in composition exercises—they are well known; here I merely desire to bring out in relief the necessity of teaching the subject systematically if progress is to be made.

In *Grammar* fair proficiency is attained. The pupils can analyse correctly sentences presenting no feature of difficulty; but the knowledge acquired is not used to any great extent, so

far as I could see, in assisting them to understand difficult passages in the reading lessons or materially to improve their efforts at essay writing.

Though a good standard of proficiency in *Arithmetic* is reached mechanical methods of dealing with the subject prevail to a great extent, and principles are lost sight of, or, at least, are not duly emphasised. This often arises from an anxiety to cover a large amount of ground during the year. Hence it is not unusual to find pupils unable to answer simple questions on the nature of the operations which they have just employed in the solution of arithmetical examples. Mental arithmetic, too, has frequently not received sufficient attention.

In dealing with *Geography* most teachers follow the old methods of instruction which were in vogue when they were pupils. No doubt a good deal of useful matter is learned; but the lessons are usually uninteresting. Except in a few schools, *History* is not satisfactorily taught. It is treated too frequently as an ordinary reading lesson: passages are read from text-books—often scrappy, uninteresting, little compilations—and the subject matter questioned on, to be soon forgotten, because the child sees no thread in the story to keep it together.

In some schools where the teachers have a special taste and aptitude for teaching the subject, *Singing* is taught with much success; but in a great many schools the proficiency is of a standard little above mediocrity.

In *Freehand Drawing* good results are attained; but *Object Drawing* is less satisfactory.

Object Lessons of some kind are attempted in all schools, and in many are very well carried out. Nature Calendars are kept, and simple lessons in plants, flowers, &c., are given during the summer, to be replaced during the winter season by lessons on *Health and Habits*. The latter are usually conducted by question and answer.

Elementary Science is taken up in about a fifth of the schools. The pupils write notes of the lessons, sometimes accompanied by drawings of the apparatus employed in conducting an experiment. In many schools these notes are well done, and indicate a respectable proficiency; frequently, however, the practical side of the subject, involving the handling of the apparatus by the pupils themselves, is relegated to the background.

Physical Drill exercises receive attention in all schools, and appear to be popular.

Cookery or *Laundry* was taught during the year in 143 schools, with satisfactory results. In addition, the pupils of four schools in Cookstown received instruction in the subject at the local technical school.

I subjoin the views of my colleagues on the subject of Proficiency :—

Mr. O'Reilly says :—

"The standard of general proficiency in the section seems fairly good. Excellent schools are very few; very good schools are occasionally found; the 'good' and the 'fair' form the great majority. To be classed as middling or on its border line, there are at most four or five.

"The character of the reading is, as a rule, good; it is generally fluent and intelligent, if not expressive. Occasionally poetry is committed to memory in a rather slipshod fashion, and in many schools the study of the poems learned by heart receives insufficient attention. More personal effort on the part of the teacher is generally required in the teaching of History and Geography. The subjects, too often, are so inadequately prepared that no interest in regard to them is aroused in the mind of the pupil. A want of method is still felt in the teaching of Drawing. A complete study and strict observance of the system developed in the programme and the notes for teachers would lead in all cases to more satisfactory results. Some teachers pay exclusive attention to one branch; others devote almost all their time to another; few give a due proportion of their efforts to each of the three branches of the subject. As a rule, posture at desks, methods of holding pencil and of drawing different kinds of lines are not insisted on sufficiently, and particularly defective is the style of drawing curves, scratchy patched lines taking the place of the firm, bold sweep at which well-trained pupils are taught to aim.

"Some excellent singing is found in the section. Most schools attain a fair standard of proficiency in the subject. The programme seems to embrace a triple end in this branch—training in voice production, the acquisition of a fairly extensive repertoire of good properly-sung songs, and the power of adding to this repertoire by the mastery of the tonic sol-fa system of notation. Most schools offer on day of inspection a very considerable list of songs. These are generally fully committed to memory. The perfection with which they are rendered varies with the diligence and skill of the teacher. On the whole, it must be stated that the pupils of the section do not acquire the desired knowledge of the tonic sol-fa system. The only study made of the system consists in a few colourless exercises on the modulator. These exercises are not prepared, and the teacher will not venture beyond a few simple intervals and rhythms which he has constantly to repeat. There are frequently no charts. Insufficient attention is given to time-naming, and inadequate time and study devoted to sight-reading, which is the only reliable test of progress in this subject."

Mr. Bartley writes :—

"As a rule, a good deal of attention is devoted to the training of infants. Many of the junior mistresses, especially those who have had an opportunity of attending an organizer's class, display a good deal of skill in dealing with the younger children. Even in schools where there is only one teacher the infants are much more skilfully treated than formerly, although they cannot receive the attention they deserve.

"Most of the older pupils acquire a fair amount of fluency in reading, and in the better schools they give a good account of the subject matter of their lessons. There is seldom any attempt at cultivating that expressiveness which makes reading pleasing to the ear.

"Handwriting is generally neat, and exercise books are kept clean. Written work is, as a rule, well revised. In many schools Spelling is a weak subject.

"Arithmetic is frequently not taught on intelligent lines. A fair proficiency in working mechanical exercises is generally attained. Sufficient use is not made of concrete illustrations when commencing the teaching of new rules. It is no unusual thing for pupils who have worked numerous exercises in square measure to be utterly ignorant of what square inch

or square foot means. Pupils who have worked questions in all the rules of fractions are unable to show how they could cut off five-sixths of a sheet of paper, or to name other fractions equal to five-sixths in value.

"Systematic instruction is not, as a rule, given in Mental Arithmetic.

"In a few schools one hears good lessons in Geography and History. The instruction in Geography is too frequently of the old type, and History lessons generally consist in reading a few pages, on the subject matter of which a few questions are asked at the end of the lesson.

"In many schools fair skill in Freehand Drawing is acquired. The number in which the subject is made really interesting by drawing from actual objects is limited."

Organization.

The systems of grouping the standards for collective instruction in the several subjects of the curriculum—with the possible exception of arithmetic—officially recommended for adoption in schools where the staff consists of not more than two teachers are now universally established in the schools of the circuit. Occasionally, one finds the two groups of a teacher's division in the case of two-teacher schools—or two out of the three groups in the case of one-teacher schools—employed at oral lessons at the same time; but under the persistent criticism and suggestions of my colleagues and myself this objectionable arrangement is giving way.

Mr. Bartley, having noted that the adoption of the grouping systems is attended with beneficial results, proceeds thus:—

"Many teachers lose a great deal of time at lesson changes owing to defective arrangements for the distribution of books, pens, etc. It is not unusual to find copybooks lying in untidy heaps in presses even in schools that in many respects furnish examples of neatness. These heaps contain the books of several divisions and often a number of finished books, all of which have to be gone through in distributing the books to a single standard or division. Sometimes five minutes elapse before pupils are all got to work."

Mr. O'Reilly remarks with regard to Organization:—

"The Board's system of organization, as recommended in the Code, is now universally established in the schools of the section. From peculiar conditions in a few schools the grouping recommended is slightly modified—such modification being made generally for some special subject, as Drawing, Singing, or Drill, and being justified by the character of the school accommodation, the number of pupils in the different sections of the school, or the special qualifications of a member of the staff to teach some special subject. Modifications of the official organization for instruction in English or Arithmetic are of very rare occurrence."

Pupil Teachers and Monitors.

Eighteen pupil teachers and 28 monitors were employed in schools in the circuit during the past year. Of these, twelve attended the last Easter Examination, with the result that three were declared eligible for training, four passed in second division, two in third, and three failed.

They are, as a rule, carefully instructed, and all are industrious and well conducted. The Board's rules regarding special instruction and Criticism Lessons are faithfully observed.

Extra Subjects.

Irish was taught during the year in 44 schools; *Algebra* and *Arithmetic* in 41; and *Geometry* and *Mensuration* in 21. The Organizers in *Irish* report favourably, on the whole, on the instruction given in this subject. In *Mathematics*, the proficiency averaged out "good;" varying from "middling" in some standards and schools to "very good" in others.

In regard to the teaching of *Mathematics*, Mr. O'Reilly observes:—

"Classes have sometimes been formed injudiciously, containing a few bright children, but a much larger number of pupils incapable of mastering these subjects. These dull pupils could be more profitably occupied at some other branch. Their unsatisfactory answering lowers the general level on which the report is based, and causes diminution or even loss of fees."

Two *School Gardens* were taken into connection—one at Coal-island during the session 1912-13, and the other at Irvinestown during the session 1913-14. Both were favourably reported on by the Inspector of the Department of Agriculture.

Evening Schools.

The Evenings Schools were in charge of my colleagues, and were inspected by them.

Mr. O'Reilly reports:—

"Eleven evening schools were in operation during the winter months. All these were open last year, too; most of them have been at work for a series of years."

"Two summer evening schools, exclusively for females, are actually in progress."

"All schools present special subjects for examination, and nearly all win either the higher or the highest fee."

"*Irish* and *History* were presented in eight of the winter schools, *History* and *Book-keeping* in one, *Book-keeping* and *Domestic Economy* in one, and *Book-keeping* and *Algebra* in one."

"*History* and *Domestic Economy* were presented in the two evening schools for females."

Mr. Bartley writes:—

"Evening schools cannot be said to be very popular in this section. There were only eight in operation last year. They generally begin with a large attendance, which gradually disappears as the session advances. In two instances, however, the attendance remained steady to the end. The pupils who attend show an interest in their work, and generally make very fair progress. Most of the schools attempt at least two of the 'additional subjects' to qualify for the higher fee."

I am, Gentlemen,

Your obedient Servant,

J. A. COYNE,

Senior Inspector.

The Secretaries,
National Education Office,
Dublin.

ENNISKILLEN,
July, 1914.

GENTLEMEN,

In accordance with your instructions I beg to submit the following report on the Enniskillen Circuit.

The Circuit.

The circuit comprises the most of Counties Fermanagh and Cavan, a portion of County Leitrim, and a small part of County Monaghan.

There have been no changes in the area of inspection since my report in 1912.

School Accommodation and Equipment.

The number of schools in operation in 1912 was 356; the number in operation now is 353. Two cases of amalgamation of adjacent boys' and girls' schools have occurred, and one small school has been struck off as unnecessary. On the whole, the distribution of the schools corresponds with the density of the population, and, with a few exceptions, the educational requirements of the circuit are duly provided for. There are fully a dozen instances of overcrowding and about the same number of very unsuitable houses—low-roofed cabins, in which lighting and ventilation are defective. A large number of schoolhouses in which two teachers are employed consist of one spacious room furnished with desks and a small room usually fitted up as a gallery: these are not well suited to the present system of organization. Two new vested houses have recently come into operation in Cootehill, and the boys' and girls' schools in Arva will soon be transferred to suitable premises. In nearly all the cases in which the houses are bad applications have already been made by the managers for aid to build: in some instances these applications have been granted. Several schools have during the past two years been furnished with good desks, and more attention is being given to the requirements of the junior standards in this matter than hitherto. In many cases, however, the desks are clumsy and ill-constructed—they are too high, with too steep a slope, and the horizontal distance between desk and seat is too great; this latter feature is very common, and compels a very objectionable posture on the part of the pupil. The sitting accommodation is usually sufficient; the equipment in other respects is generally satisfactory, except in regard to manual instruction apparatus, which, though improving, is still too scanty.

Cleanliness and taste are gradually improving. Every school has some lavatory arrangement. The interior of nearly every school is distempered once a year, and limewashing of the exterior is more common than formerly. A more thorough scrubbing of the floor, a more careful removal of dust, and a more liberal use of disinfectants are desirable. The majority of the schools have

playgrounds, but few of them are well drained and many are too small. Too frequently the pupils spend the time for recreation on the adjacent road. Flower cultivation in pots is common, and flower-beds are usually cultivated where circumstances allow. There are practically no garden plots, and I have not yet heard of any manager attempting to introduce horticultural instruction under the Board's regulations. The heating of the schools has decidedly improved during the past two winters. A small number of libraries is to be met with. A few of these are well-stocked; the most of them are little collections made by the teachers.

Teachers.

Nearly all the principal teachers, and a considerable proportion of the assistant teachers of graded rank, have been trained, and are, therefore, presumably properly equipped for their work. A small number who possess a well-developed natural aptitude are very efficient; the professional merit of the great majority varies from good to fair; in very few cases has the performance of duty to be marked below fair. I do not think that reading with a view to self-improvement is characteristic of the body. They nearly all live in rural localities, where they have little opportunity of meeting persons as well educated as themselves, and the inducements to engage in farming or other subsidiary employment are much stronger than the incentives to pursue a course of mental culture.

The necessity of due preparation is a constant theme with the inspectors, and the teachers make a fair response, so far as written notes are concerned: in practice, however, it is difficult to maintain a logical sequence of lessons when on an average about one-third of the pupils are absent every day.

On this point Mr. Bartley observes:—

"The teachers as a body discharge their duties faithfully, and with considerable success. There are, however, a few who, owing to unskilled methods and want of aptitude for teaching, produce unsatisfactory results. I fear systematic reading on either general or professional subjects is not very common. This is a matter for regret, as effective teaching can only be done by those who are themselves engaged in acquiring knowledge. Preparation for work is fairly attended to. The weekly syllabuses are invariably drawn up, and the Progress Records are duly posted at the end of each month.

"There are about seventy junior assistant mistresses in this section of the circuit; they are, as a rule, doing useful work, and a number of them who have attended Organizers' classes show considerable skill in dealing with the training of infants."

Mr. Cole says:—

"The teachers, as a rule, discharge routine duties fairly well, but, as far as I can ascertain, few of them make a real, definite effort to keep themselves fresh and up-to-date on their work by personal study of suitable books. I came across a young teacher who told me he had sold his textbooks immediately after he left the Training College; and I suspect that this is not an isolated case. At any rate, there is too much reason to believe that teachers who continue to study systematically are a very small minority indeed. The teaching notes drawn up by the teacher seem to be drawn up to please the inspector rather than to be of real value to the teacher in his work."

Attendance and Health of Pupils.

There is no marked change in the attendance. Epidemics were more widespread than usual last winter, but, with one exception, they were light in character. Influenza, measles, fever, diphtheria, and scarlatina appeared in various localities; infantile paralysis created almost a panic for some time in the district lying between Enniskillen and Irvinestown. Irregularity is an ordinary feature, and is to some extent irremediable owing to the factors that are operating in all rural localities. Labourers are becoming scarcer and wages higher, and the parents are obliged to set their children to work at as early an age as they can give assistance, especially at the seasons when farm operations are most pressing. Pupils are generally first enrolled between three and five years of age: some do not make their appearance till between six and seven. The attendance of pupils from twelve to fourteen becomes very intermittent. Outside the towns pupils over fifteen are seldom seen, except in the winter months. Within the boundaries of the circuit the Compulsory Attendance Act is generally adopted in County Fermanagh; there are three Committees in County Cavan, and none in County Leitrim. In the year ended 31st December, 1918, the average attendance in County Fermanagh was 70·6 per cent. of the number on rolls; in County Cavan, 67·5; in County Leitrim, of which a small portion is included in the Circuit, 66·1.

I am not aware that any scheme for the dental examination and treatment of pupils has yet been submitted to the Board for approval. The fact that a moiety of the cost in connection with an approved scheme must be provided from other than State sources appears to be the primary obstacle in the way of action. I have frequently drawn the attention of managers and teachers to the matter, but though the defective state of the teeth of the children was universally admitted, the impossibility of getting local contributions was always strongly stated. I have often asked the children who have toothache sometimes to hold up their hands: the usual response was 70 or 80 per cent. of those who were old enough to understand me. Defective eyesight is seldom seen.

With reference to Section A, Mr. Bartley remarks:—

"The attendance in the higher standards is very irregular owing to senior pupils being required at home to assist in farming operations. Epidemics have also seriously affected the schools in parts of Fermanagh and Leitrim during the present year. I rarely find the teachers unpunctual, but I have frequently to complain of the want of punctuality on the part of the pupils. This defect is found in schools otherwise fairly well conducted, and where the conditions under which the work is carried on are favourable."

With regard to County Cavan, Mr. Cole remarks that the attendance is irregular, a fact due to a considerable extent to controllable causes; but, especially in the spring and autumn months, it is due to causes likely to be permanent. He adds:—

"This is a district of small farms—ten to twenty acres being the usual size. These are generally tilled by the farmer and his family without much

outside help. In consequence, the number of agricultural labourers is small, and in times of pressure, due to reaping and sowing, practically every member of the family has to work in the fields. The effect on the attendance at the schools is very great, but the managers try to minimise it by closing their schools at these times for vacation.

"In the town of Cavan the Most Rev. Dr. Finnegan has instituted in connection with the boys' school an arrangement for providing a mid-day meal for the children of very poor parents. This very useful charity has had the effect of improving the attendance.

"Generally speaking, the health of the pupils has been satisfactory. I have discussed with some managers the possibility of providing dental treatment for the pupils at their schools, but, so far, nothing has been done in the matter."

Proficiency.

Some advance has been made in the training of *infants*. The supply of apparatus, though still defective, is becoming more liberal, and suitable desks, which in the ordinary school were unknown some years ago, are being gradually introduced. In the one-teacher school the requisite attention cannot be given to these young pupils. In two-teacher schools the prevailing want of a properly equipped and separate room is a great drawback. Conversation lessons are carried out with more success than hitherto. Answering in full sentences is generally inculcated, and one sometimes meets a child of seven or eight years of age who can stand up and tell distinctly the substance of a short story. The correlation of subjects is not well enough understood, but I often find appreciable improvement on this point after the mistress has attended an Organizer's class on *Manual Instruction*. Paper-folding, stick-laying, bead-threading, and drawing in chalk or crayon are the principal exercises. Plasticine work has recently been introduced to some schools. Action songs and physical drill form part of the course for these young children. These subjects might be taught with more precision.

The silent *reading* lessons for the senior standards have not yet become effective enough. The written *composition* exercises are ample, but too large a proportion of these are merely synopsis of lessons recently learned. In *arithmetic* the decimal system is very imperfectly understood, and the solutions of problems shows much weakness. The methods adopted in *elementary science* usually afford too little opportunity for practice on the part of the pupils.

Mr. Bartley sets forth the state of proficiency in the Enniskillen section of the circuit as follows:—

"*Reading*, although distinct and accurate, is too often wanting in expression. Pattern reading is not sufficiently practised, and the model sentences read for the pupils are frequently too long to enable the pupils to imitate the teacher properly. Explanation is being well attended to, and the pupils generally have an intelligent knowledge of the subject-matter of the lessons read.

"In *Composition* progress is being made. It receives a good deal of time and attention in the higher standards, and Oral Composition is taught with considerable success in the lower standards. The written exercises presented for examination in this subject are also improving in neatness, but they occasionally show that the teachers fail to grasp all that is included in the

proper correction of composition exercises. Errors in spelling are usually marked, but defects in construction of sentences, punctuation, and the use of capital letters are frequently overlooked.

"In *Grammar* the teaching is mainly confined to analysis of sentences and the correction of local vulgarisms. The pupils usually possess a very fair knowledge of the analysis of simple sentences. The correction of errors in speaking and writing also receives some attention, but one rarely finds a pupil possessing sufficient knowledge of Etymology to enable him to give a reason for the correction made.

"*Writing*, which is taught partly from the black-board and partly from engraved headlines, may be regarded as good. Sufficient attention, however, is not paid to the manner in which the children sit in the desks and hold their pens.

"The teaching of *Arithmetic* is, I think, slowly improving: the black-board is more utilized in the lower standards, and a better knowledge of tables and their application is insisted on. The pupils of the higher standards are also more expert at mental calculation, but they frequently display a want of intelligence by their inability to apply the simple and compound rules to the solution of easy problems. The great defect in the teaching of this branch in the higher standards is the want of sufficient black-board demonstration. The pupils are provided with text-books, and are then left to work the questions without proper supervision in the desks.

"In *History* the progress is slow. This is largely due to the fact that a considerable number of teachers know very little about the subject. It is frequently taught as a reading lesson, and when this is the case the results are unsatisfactory. Instruction from prepared notes is, however, becoming more common, and the lesson is sometimes made the subject for a written composition.

"The few schools which are equipped for *Elementary Science* are doing fairly satisfactory work. In a large number of the schools science instruction consists in lessons on Health and Habits and on Nature Study. The lessons on Health and Habits are, as a rule, satisfactorily given, but those on Nature Study vary from middling to good, according to the skill and acquirements of the teacher.

"*Cookery or Laundry* is taught in all schools where there is a qualified teacher and where there is a sufficient number of girls to form a class. It continues to be a popular subject with the pupils, and the reports of the Organizers show that the instruction given is generally good.

"*Needlework* receives a good deal of time and attention, and its proficiency varies from very fair to good. The teaching is, I fear, mainly individual. At my incidental visits I seldom find the higher standards receiving collective instruction or of the infants being practised in the different drills suggested in the 'Notes for Teachers.'

The state of the proficiency in the Cavan section is thus summed up by Mr. Cole:—

"*Reading* is not, as a rule, really well taught. In only a comparatively small number of schools is sufficient attention devoted to proper phrasing and to expression. With monotonous frequency I have to call the attention of teachers to this. In many of the schools I have had to call teacher's attention to the fact that his own model reading is not as expressive as it should be.

"*Penmanship*, as a rule, is fairly well taught, though few teachers are fully alive to the hygienic importance of correct posture.

"The amount of ground covered in *History* is not, as a rule, great. It is a subject that teachers have considerable difficulty in making living, and, as a consequence, a subject that pupils seem not to show much interest in, and the facts learned by them are quickly forgotten.

"*Arithmetic* is a subject which, I regret to say, is not taught with a high standard of success. It is comparatively rare to hear good teaching on this subject.

"The methods of teaching *Geography* which have found favour in other countries have not been even so much as tried in the majority of schools in

this district. Children are still planted in front of a map, and with copies of an elementary text-book, are set to learn facts that, so far as they can see, have no relation to one another. The dependence of man on the physical features of the country he inhabits, and the relation of one set of physical features to another set, are points that I rarely hear dealt with, and never hear dealt with in any degree adequately.

"*Nature Study* lessons are seldom well given. The teachers rarely get beyond what is merely obvious. Children are not sufficiently trained to make their own observations and to reflect on or reason about these observations. In one of the reading books in use in a number of schools there are some lessons on the effect of the glacial periods in Ireland. One of these lessons specifically refers to the 'scratched stones' and round-backed hills of Cavan. I have only succeeded in finding one school, though I have enquired in a considerable number, in which the teacher had got his pupils to look for scratched stones or had even looked for them himself. Except in certain bog districts, it would hardly be possible to walk half-a-mile along a road without finding a field in which there is an abundance of scratched stones. Take another instance. In a country school I found only one child in the senior standards who could identify by name a leaf plucked from a sycamore tree growing in the playground.

"*Drawing* is taught in all the schools, but rarely with more than fair success. Mass Drawing is, as a rule, not well taught; this is frequently due to the teachers not knowing what to aim at.

"*Singing* is too frequently confined to the teaching of the children to sing songs 'by ear.' Voice training continues to receive too little attention.

"In *Needlework* the proficiency is generally very fair, but the pupils are not adequately trained in 'cutting-out.'"

With these notings of my colleagues I agree.

Organization.

The organization of the schools is based on the suggestions in the Board's Programmes, and is generally satisfactory.

Monitors and Pupil Teachers.

The number of monitors and pupil teachers in the circuit is small, and they are chiefly employed in the Convent schools. Their training and instruction are generally well attended to. The criticism lessons are regularly given, and the notes in preparation are carefully drawn up.

Optional or Extra Branches.

Irish and *Mathematics* are the only extra subjects taken up. In the Enniskillen section twenty-three schools formed classes in Mathematics, Geometry and Mensuration being attempted in only four. Mr. Cole reports that in the Cavan section fourteen schools took up Algebra and Arithmetic, and thirteen Geometry and Mensuration: in some cases, however, the pupils were not presented for examination. In a few schools the proficiency is good; the others vary from fair to bad. Irish has been taught in very few schools—fewer than in previous years: the subject is tested by Organizers.

Evening Schools.

As to the Evening Schools, Mr. Bartley reports of his section :—

"The number of Evening Schools in operation is steadily diminishing. Eight schools were opened last session, one of which closed in a few weeks. The attendance is, as a rule, fairly regular during the first half of the session but declines before its close. The subjects taught are—English, oral and written; Arithmetic, Book-keeping, History, Hygiene and Algebra. In one school the work done was very good; in the remaining schools the proficiency varied from fair to good."

Mr. Cole says of his section :—

"There were eight evening schools during the session 1913-14. The majority were unable to qualify for more than the lowest fee."

I am, Gentlemen,

Your obedient servant,

W. J. McCLINTOCK.

The Secretaries,
Education Office.

ARMAGH,

29th June, 1914.

GENTLEMEN,

In accordance with instructions, I beg to furnish a General Report on the schools of this circuit.

Circuit.

My last report was supplied two years ago, and since then no alterations have occurred either as regards the area of the country covered or the *personnel* of the inspectors—Mr. Heron being still in charge of the Monaghan and Mr. Carroll of the Armagh section. The sections correspond largely to the respective counties, and the circuit includes Armagh, Portadown, Lurgan, Monaghan, Clones and Castleblayney. The schools in the city of Armagh, and Monaghan and Lurgan Model Schools, are in my own special charge; but, of course, my responsibility extends over the entire circuit. The towns in the county Armagh contain a considerable number of large schools. In these towns a number of factories are in existence, and some are also to be found scattered throughout the country area. Monaghan is almost entirely agricultural, and many of the farms are small, the labouring class are few in number, and much of the work has to be done by the children.

School Accommodation and Equipment.

As regards the multiplication of unnecessary schools, I have little to modify in what I wrote in 1912. Each denomination, of course, insists on the possession of separate establishments, but these are often much nearer to one another than they need be. At a number of these schools there was a fairly decent attendance in times gone by, but the reduction in the population of the country has led to a sad fall in the attendance. Much of the time of my colleagues and myself has been occupied in dealing with cases of small schools and of suggested central schools. Maps have had to be prepared, minute details given, and managers, teachers, and parents interviewed, but usually our labours have proved vain. Even when the schools in question are under similar or the same management strong local prejudices interfere with their suppression or amalgamation. Each parent wishes to have a school as near as possible to his own hall-door, and looks upon the destruction of his *alma mater* as an act of vandalism. Some slight success has, however, been achieved within the past two years by the closing of three small schools, where the attendances had become reduced almost to vanishing point.

A gleam of sunshine has displayed itself recently in connection with one case in a locality where there are three schools in rather close proximity, none of them, however, of the very small description. They are under Protestant control, but one manager is Episcopalian, another Presbyterian, and the third is Methodist. Accompanied by Mr. Carroll, I have held a joint

conference with the managers, and it was pleasing to find that all three quite appreciated what an advantage it would be if one large central school were erected, which would probably command an average for three assistants, and which could be constructed on the most approved modern plans.

The accommodation available in most of the schools is more than ample, and only a few instances occur to me where really bad overcrowding still exists. With reference to these, efforts are steadily being made to have the evil remedied, and there are only a very limited number of managers who have so far failed in fulfilling their duty in this direction.

It is to be regretted that in times gone by so many schools were constructed with the main room much too large and the classrooms much too small. My colleagues and I have been making every effort to get the larger rooms divided by means of partitions, and the small rooms enlarged, but with only limited success.

Furniture and equipment are usually of a fair description. Desks are generally ample in number, but they are often old, worn, and badly constructed. Very seldom do we meet with desks specially suited to infants. Maps, too, are often old and faded. The apparatus for Kindergarten instruction is frequently very meagre. The managers are slow in providing the necessary funds for furniture and equipment, and the teachers frequently tell me that they have to bear the expense themselves or meet it by means of local entertainments.

I have no serious fault to find with the general condition of the houses and premises. Procrastination often occurs in the remedying of minor defects, but the general repairs receive reasonable attention. A great improvement has been effected through the grant for re-colouring the walls, externally and internally. I have often had to draw attention to the necessity for improving the arrangements for opening windows. The cords which are used in most of the vested schools are constantly getting out of order, and it seems to me that it would be much simpler to resort to the plan usually followed in private houses, viz., sashes opening up and down by means of weights and pulleys. I regret that I sometimes find windows which have got completely jammed owing to disuse for several months.

Plants are now grown in connection with most schools, either in beds or in pots and boxes. There is often a difficulty about growing them in beds, as they may be interfered with by mischievous neighbours. Creeping plants have also been grown to some extent. Only one school has as yet availed of the opportunity for earning a grant for horticultural instruction.

Considerable attention is now being paid to the cleanliness of the schools, but persistent pressure has to be maintained in securing the thorough scrubbing of the floors at frequent intervals, and I am glad to find that since writing my last report this

duty has been included amongst those for which the annual grant is allowed. It should be understood that once or twice a year is quite too seldom for the performance of this operation. Again, after the floor has been scrubbed, it is very important that it should be kept clean. We have been urging managers to supply boot scrapers and door mats, and have been impressing on the teachers the necessity for training the pupils to use these regularly.

I am glad to find that the new grant has led to a great improvement in the heating of the schoolrooms. Some cases still arise where teachers have failed to get the fires lighted sufficiently early in the morning, but, on the whole, it must be said that respectable fires are now usually to be found during the winter months. It is to be regretted, however, that in several instances the managers have allowed portion of the cost of heating to fall on the teachers.

The out-offices now receive much more attention than formerly, but in country districts, owing to their faulty construction, they are usually very difficult to clean. I have often suggested that they should be so constructed that they could be easily emptied at frequent intervals, and that a supply of dry earth and lime should be kept at hand for constant use as a deodorizer.

Very few school libraries are available, and these are mainly attached to town schools.

I shall supplement my statements regarding school accommodation, &c., by a few remarks from my colleagues on points not specially dealt with by me.

Mr. Heron reports :—

"One small Protestant school, Crieve N.S., has been closed lately on the retirement of the teacher, and a few others might, I think, also be closed with advantage in similar circumstances. Fine new vested schools have been opened in connection with Castloblayney Convent to replace the existing girls' and infants' schools, the latter of which especially did not afford suitable accommodation. A new vested school is now in use at Edenmore, although the buildings were not quite completed when I visited it. I understand that the building of a much-needed vested school at Corracharra is to be proceeded with, and in four other cases, where the accommodation was unsuitable and insufficient, grants for new schools have been sanctioned. The unsuitable school-house at Bruscaragh is still in use. At Magheramney the class-room has not yet been begun, but on its completion the inferior school-house at Killelina is to be closed.

"Overcrowding still exists in a number of cases. In one case I have only lately been informed of what I believe is the real cause, namely, that the pupils are supplied with books free by means of a bequest for the purpose. In this school the numbers on roll are abnormally large, but the regularity of the attendance is below the average in the district. Several schools connected with the Shirley Estate which has been sold to the tenants are overcrowded."

Mr. Carroll says :—

"In many districts schools are in such close proximity that teachers frequently experience much difficulty in enforcing proper discipline, or

insisting on a satisfactory standard of neatness and cleanliness. This multiplication of schools is, I suppose, a necessary evil under present conditions, but one often regrets that more cannot be done to lessen the many disadvantages arising from such an arrangement. Few acquainted with life in this province will deny that the establishment of central and fully-equipped schools conducted on undenominational lines would be a decided gain on social as well as on educational and economic grounds. Personally, I believe that such schools will be popular in the future, if the opinions and sympathies of the thinking public count for anything."

"Personal cleanliness is, on the whole, creditable. There are five or six schools, however, in which the pupils still continue untidy and unclean, but I have hopes that the good example set by their neighbours will finally prove effective. A strict morning inspection of the pupils has done much good."

"The almost complete absence of school libraries is to be sincerely regretted. Much more, indeed, might be done in this direction, and with little expense and trouble. The example set us by our English neighbours might be followed with considerable advantage."

Teachers.

A considerable number of the teachers perform their duties in a very satisfactory manner. These are usually to be found in the larger schools, where they have succeeded in obtaining principalships after having shown their competency in minor capacities. A considerable number, too, it must be said, do not exceed the standard of fair. Most of these do not show much interest in their work, but perform their duties in a merely perfunctory manner. They seldom read anything new in the way of books or literature dealing with the science and practice of teaching, consequently their style becomes dull and mechanical. A number of them do not take the trouble to make a close study even of the official programme or the pamphlet of "Notes for Teachers." In the cases of teachers in the country I am sure this defect is due largely to their environment. The atmosphere in which they live is intellectually a heavy one. Some incentive is required which will lead to a continuation of reading habits subsequent to the attainment of teaching qualifications. A third year's course of training will, undoubtedly, help in this direction, but the scheme will affect only a small minority of the staffs. As regards some teachers trained in recent years, my colleagues and I have been much disappointed. Those to whom I refer do not seem to have much practical grasp of modern methods, but still proceed on old, mechanical lines, with which they had probably become familiar in their earlier years. Indeed, most of the best of the teachers are those who have been in the service for a dozen years or more.

I am not at all satisfied with the evidences of preparation on the part of many teachers. Sometimes no weekly syllabus of proposed work is forthcoming; teaching notes are often not made at all, or are made in a very scrappy manner, and want of forethought is frequently exhibited in failure to have petty details attended to.

Mr. Heron says :—

"The teachers generally show fitness for their office and competency in the subjects and methods of instruction. The salary for junior assistant mistresses, of whom there is a large number in this section, has not, however, been sufficient to attract a high class of candidates. They generally show a low standard of competency at first, and although most of them improve with experience and are able to profit if they have an opportunity of attending a course given by a Kindergarten Organizer, yet a good many of them continue to show the want of a thorough training. The teachers generally are anxious to attend the courses of lectures and demonstrations which are held from time to time by the Board's organizers."

Mr. Carroll notes :—

"I can speak favourably of the teachers of my section. They are, with very few exceptions, painstaking, conscientious, and industrious in the discharge of their duties, and, if their general training and scholarship and the unfavourable conditions under which many of them labour be taken into consideration, I am convinced that their work will stand comparison with that of their brethren in neighbouring countries."

"Many of the older teachers willingly try the newer methods, but in time—often after a month—return to their old habits and ways. This is, of course, what might be expected. Quite a large number of teachers have attempted the teaching of the new subjects, but few, except those specially trained, have really succeeded. Many, indeed, are at present giving instruction in subjects with which they have a very meagre acquaintance, and the results are very disappointing. The practice in general is, I might add, most mischievous."

"In no business or profession are people more likely to work in grooves than in that of teaching; the tendency to act in set fashion is ever present. It has often occurred to me that lectures on education and teaching from time to time by experts would prove of immense value to teachers generally, and I am confident that such lectures would be welcomed and appreciated by the entire profession."

Attendance and Health of Pupils.

There seems to be little tendency towards increase or decrease in the number of pupils. In general, the numbers in the towns appear to have increased somewhat, with a corresponding reduction in the country. Evidently the cry of "back to the land" has as little effect here as in other places. On referring to the last published report of the Commissioners I find that the centesimal proportion of the average number of pupils in attendance to the average number on rolls for the year 1912 was 71·3 for all Ireland; 71·9 for the County Armagh, and only 66·5 for the County Monaghan, while for 1913 the figures are—All Ireland, 72·2; Armagh, 73·1; Monaghan, 67·9. Thus, it will be seen that the regularity of the attendance in Armagh is slightly in advance of the country, taken as a whole, but that Monaghan is decidedly behind in this respect.

Monaghan is a county of small farmers and few labourers, consequently the children are kept much at home to assist in agricultural operations. This is especially the case in the autumn and spring, when very few of the senior pupils are to be

found in attendance. Vacations are naturally given at these seasons, but the periods of vacation by no means cover the entire time during which the children are employed at home. In fact, a number of the older children attend only from November to April, and work on the farms during the other half of the year.

The Compulsory Attendance Act is supposed to be in operation in a number of areas, but experience has now proved clearly that it is quite ineffective for its purpose. All parties seem to be agreed as to the necessity for an amended Act, which should be much more stringent in its terms.

The children come to school at too early an age, and leave too soon. When very young it would be better for them, both physically and mentally, to be kept at home. The number who get beyond even third standard is comparatively small. No wonder so many of the population should be semi-illiterate.

The social circumstances of the parents are very varied. In the country we find farmers, large and small, and a number of labourers, in the towns shopkeepers and their employees, together with a large element of factory workers. Among the last-mentioned class the usual evil of half-time pupils hampers the work of the educationist.

The general health of the children is reasonably satisfactory, and few cases of really bad sight are apparent, but the usual dental troubles are prevalent. In only three cases has the Board's grant for dental clinics been availed of, the great obstacle being the difficulty of securing the necessary local aid.

Mr. Heron reports :—

"The attendance has been much affected by widespread epidemics of whooping-cough and measles, after a period of comparative freedom from these diseases, and by less general outbreaks of scarlatina and diphtheria."

Mr. Carroll says :—

"No one will deny the importance of regular attendance. Germany recognised it over a century ago, and France, America and Scotland, as well as other progressive countries, have occupied themselves for many years in devising and perfecting laws to secure it. England was not satisfied with the provisions made for attendance in the Education Act of 1870 and later Acts, and to make regular attendance a reality its County Councils have, from time to time, made by-laws under the 1870 Act regulating the attendance of children within certain limited areas. The penalties for the infringement of these laws are not by any means nominal. A study of the County Durham regulations and by-laws, for instance, by our Irish school attendance committees and the Irish public generally would prove most interesting and instructive."

"In many town schools the junior children are so young and helpless that systematic instruction, strictly speaking, is altogether out of the question; they really require nurses, not teachers. The pupils leave school, on the other hand, when instruction begins to have its greatest and most beneficial effect. It is, however, apparently taken for granted that their education is complete, for there is no further supervision of them. With the exception of a small proportion who continue their study at technical schools, the vast majority are left to their own resources. Compulsory attendance at continuation schools up to the age of 16 or 18 would be very beneficial."

Proficiency.

Much improvement has been effected in the *Training of Infants* since the results' days, when the time of these little ones was spent in a dull routine, which consisted mainly of simultaneous reading from tablets, writing, and mechanical arithmetic. Now an effort is being put forth to render their instruction intelligent, and to make their school-life bright and happy. The appointment of junior assistant mistresses has helped largely in this direction; not that these young ladies are highly qualified for their difficult task, but still their help is better than nothing. The story is usually taken as a basis of instruction, and the teaching of Reading, Writing, Arithmetic, Object Lessons, Kindergarten, &c., is correlated with it. Shorter lessons are provided, and intervals for rest or play are allowed. The work in the junior departments has received a considerable impetus through the training classes for junior assistant mistresses held by the Organizers, supplemented by special visits to the schools. In some of the larger schools, especially in the Convents, infants' departments are excellently furnished and equipped, and instruction is conveyed on approved lines. I must add that I seldom find story or conversation lessons really well conducted. The talking is nearly always done by the teacher, seldom by the infants.

In the better-taught schools the children generally are smart and intelligent, but in those indifferently conducted they are slow and heavy. In the latter type of school they often seem to be half asleep; they are indifferent about attending to directions, and indolent in executing them; they possess little intelligent knowledge, and they have no power of expressing what they do know. Their minds as well as their bodies seem to be in a state of suspended animation.

The important subject of *Reading* continues to receive a large share of attention. The first lessons are now almost invariably taught from the black-board, and the phonic method has been introduced. In the higher classes the subject is often well taught, but often, too, the teacher contents himself with merely correcting mistakes and telling the pupils the difficult words, the black-board not being largely used, as it should be, at this initial stage of the lesson. Very often, even when the reading is correct, it is dull and monotonous, and the teacher does not impress on the pupils the necessity for reading in such a way as to show that they take in the subject matter, and that they can be clearly understood. Often, too, when a teacher reads clauses or short sentences as patterns, he does not insist that the pupils really endeavour to imitate him. He fails to impress on them that reading should not differ much from ordinary speaking, in which stress is laid on important words, and in which the voice is raised or lowered at suitable intervals. To show children the absurdity of the usual defective style it is only necessary to speak to them in the same unnatural high monotone which they are so liable to fall into when reading. Somewhat similar remarks apply to the recitation of poetry; but I have to chronicle a

decided improvement in this branch during the past few years. This has probably been due to the fact that my colleagues and I have been drawing more attention than formerly to its importance. Closely allied to the subjects of reading and poetry is the explanation of the subject matter, which is often defective. Pupils cannot explain intelligently the meanings of individual words and separate phrases, and, even when they can do so reasonably well, they cannot give in their own words the general drift of the whole lesson or of special sub-divisions of it. This branch leads naturally to the subject of *Oral Composition* in general, and in this connection it may be noted that many teachers fail to insist on full and correct answers at all oral lessons, and they often fall into the bad habit of asking questions in such a form that they can be answered in single words.

Writing continues to be creditable, and this even in schools where written composition is not well taught. An explanation of this circumstance is often to be traced to the fact that an undue amount of time is devoted to writing, as it gives comparatively little trouble to the teacher. Headline copy-books are again largely used, but I should like to see the black-board brought more into requisition for demonstration purposes.

The important subject of *Written Composition* is, I believe, improving steadily, even if slowly, but many teachers do not treat it in the systematic fashion so necessary to secure success. They do not choose subjects really suitable to each standard; they do not hold a detailed conversation with the scholars at the outset; headings are not carefully noted beforehand and subsequently set forth on the black-board. The grading of the work, also, calls for more attention: the correct formation of simple sentences to be first taught, then easy compound and complex ones, and so on until a more finished class of work is produced in the higher standards. The important duty of marking errors and getting them duly corrected is often performed in a perfunctory manner. Frequently a number of the errors are not marked at all; then the correction is often made by the teacher instead of being done by the pupil under his tuition, and the corrections are sometimes not re-written. I am now advising that a special code be arranged by the teacher which will show the class of error to be corrected. In this way a distinction can be indicated between such errors as bad spelling, wrong punctuation, omitted words, wrong use or omission of capitals, faulty paragraphing, unsuitable words, and incorrect sentences.

I think *Arithmetic* has shown some improvement during the past few years, but much still remains to be done in the direction of a more intelligent style of treatment. I still find too often that teachers start with abstract numbers instead of concrete, thus reversing the logical sequence; they do not give sufficient mental work to lead up to the rule to be taught, and they frequently give little practice in easy problems.

Cookery, or Laundry, or Domestic Economy is now taught in almost every suitable school in the circuit, and the old difficulty,

that of initial expense, has almost ceased to operate. The reports of Organizers on this branch are almost invariably favourable, varying from good to very good or excellent.

As regards the other subjects, I do not on this occasion purpose to add anything to the remarks of my colleagues.

Mr. Heron says :—

"In the period covered by the present report I cannot say that I have seen very much evidence of increased intelligence or smartness of pupils. The promotion of the pupils is generally regularly carried out, and their classification suitable to their degree of progress, but in a few cases I have found them retained too long in the lower classes."

"Many teachers find the newer methods of teaching *Drawing* difficult to grasp and carry out, and I have found even young teachers fresh from the training colleges apparently reluctant to adopt them with much fulness. *Cookery* and *Laundry* are now popular, and, I think, very useful subjects with the senior girls in many schools, and the introduction of these branches induces them to remain longer at school than they otherwise would. These subjects are being taught in about fifty schools in this section. In some schools they are dropped for a year or two after some years' teaching in order to allow a class of a moderately large number of girls of suitable age and progress to accumulate."

Mr. Carroll writes :—

"I cannot truthfully say that the *Infants* in this section are properly trained. Their instruction generally is undoubtedly more varied and perhaps pleasanter than it was some twenty years ago, but there is still much room for improvement. Few will deny that the satisfactory training of young children is extremely difficult; it requires, indeed, the services of the most skilful teachers, for if early teaching is defective, progress is considerably impeded at later stages. In many of the schools in this section the infants are taught by recently-trained teachers with reasonable success. In a larger number of schools, however, these children are taught either by junior assistant mistresses or by teachers who have been trained a considerable number of years, and who have little or no knowledge of the new subjects. Much of the instruction given by the former class of teachers is of little educational value. That it should be otherwise cannot be reasonably expected if their training as public instructors and their general scholarship be taken into consideration.

"*Kindergarten* and *Manual Instruction*, if properly taught by skilful and enthusiastic teachers, afford excellent scope for educational training. In many schools, however, the teaching of these subjects is little less than a farce. In some instances it is only fair to state that this is undoubtedly due more to want of apparatus than to lack of teaching capacity on the part of the instructor; the want of aim, enthusiasm, and knowledge is, however, more frequently the cause. The pupils are employed, but are they being trained educationally? They mechanically fold crumpled papers and aimlessly arrange and re-arrange pieces of sticks day after day; they do exactly the same exercises in January as in June, and in the end the occupations become very tiresome; they lose all their freshness and attractiveness for both teacher and pupils. I am not departing from fact when I state that in a number of schools I found the apparatus for *Kindergarten* and *Manual Instruction* limited to a small box of half-burnt matches. The Time Tables, of course, showed two or three half-hours for the teaching of *Kindergarten* and *Manual Instruction*. Few schools teach infants to speak properly. Teachers apparently forget that children have to be taught the correct use of their vocal organs.

"That *Reading* is defective in many schools cannot be a matter for surprise, seeing that the average teacher evidently takes it for granted that young children understand the proper use of their vocal organs—that they can speak audibly, clearly, and distinctly. If teachers generally would only recognise that speaking precedes reading, and that a satisfactory training in the former is essential to progress and success in the latter, it would be a decided advantage. Most of the speaking lessons I have heard were a mere waste of time, for the teachers had, as far as I could see, no definite aim in view. Even recently-trained teachers admit their want of knowledge regarding the early training required in Oral English."

"The teaching of *Geography* is still rather poor. It is not sufficiently practical; it affords some scope for the mechanical training of the memory, but little else; it is uninteresting. Too much time is still devoted to mere map pointing. The pupil's knowledge of his surroundings is rarely brought into use in the teaching of the subject; he is given information about places and things beyond him, but he is scarcely ever encouraged or permitted to discover geographical facts for himself. Many teachers fail to see that all satisfactory teaching of Geography must begin with the child and his surroundings. . . . It is to be regretted that more use is not made of the valuable hints contained in the 'Notes for Teachers' regarding local Geography."

"The teaching of *History* can be of considerable educational value. The subject as taught in the majority of schools in this section is, however, largely worthless; it is often, perhaps, injurious. . . . A history lesson is usually a mere reading lesson with the difficult passages and words explained; it is a collection of disconnected facts having little real or living interest for the pupils. Parliaments, governments, etc., are talked of, but few, if any, of the pupils understand the meaning of many of the terms used, or the general drift of the entire lesson. The scrappy knowledge obtained is of little use intellectually, and is readily forgotten."

"Indeed, I have often thought of the advisability of teaching History, not from ancient times to modern, but altogether in the opposite direction. I am also inclined to favour the study of a general course of History if properly taught, in preference to the detailed study of a particular period; all pupils should certainly have a general course before taking up the study of a particular period. Where History proper is concerned, the average national school pupil exhibits little capacity."

"Fair progress generally is being made in *Singing*; in a few schools very satisfactory work is done. The defects in proficiency are often due to the fact that teachers are not fully qualified to teach the subject. The usual singing lesson is rather tiresome for both teacher and pupils. It consists of much aimless pointing on the modulator, followed by a few hand signs and songs. The physical training which correct instruction in the subject should afford is almost lost sight of, while its use as an aid to speaking and reading seldom receives recognition. I am glad to say that voice-training exercises, sight-tests, breathing exercises and ear-work are now being introduced in a good many schools."

"There is not much improvement to be observed in *Drawing*. Useful work is being done in scale-construction and its application in many of the larger schools. A fair number of teachers have taken up Object Drawing, but, as many of them know little about the subject, the results are often disappointing. The want of apparatus and suitable accommodation makes progress in this part of the work difficult. Mass-drawing in the junior standards is making fair headway."

"*Elementary Science* is taught in a number of schools with fair results."

"*Object Teaching* is useful in some schools; in many the lessons are often of little value educationally."

"*Physical Drill* is generally worthless in schools in which teachers have received no training in the subject. In a number of schools the instruction is useful."

Organization.

The new scheme of organization has now been put into operation almost universally. The infants are no longer split up into small drafts under the charge of senior pupils, and the standards in the smaller schools are grouped for reading, &c., in the manner set forth in the official programme, a slight modification being sometimes made to suit special circumstances. Time tables, however, are not always drawn up in unison with this grouping. We have been urging the principals of one-teacher schools to adopt a tripartite arrangement for Oral English, Written English, and Arithmetic, so that not more than one of the three groups may be engaged at Oral English at any one time. A double bipartite arrangement seems best suited to the ordinary two-teacher school, one group of each division to be engaged at oral work while the other group of the same division is engaged at paper work. This reform has been carried out to a large extent, but by no means universally. The question of organization and time tables has, of course, to be dealt with on quite different lines in the larger schools. I need not add that no stereotyped style of time table can be constructed for any particular class of school, so much depends on the space, the number of rooms, desk accommodation, capabilities of the staff, &c. Little more can be laid down than the establishment of certain general principles. Two very prevalent defects to be met with are that some teachers attempt to teach reading to two groups at once, and that in schools where the juniors are numerous and the seniors only few in number an undue share of labour is thrown on the junior assistant mistresses. Incidentally, I may remark that it is almost impossible to deal satisfactorily with the organization, and consequently the time table of any particular school, unless one is on the spot, so that he can see the actual state of affairs, and discuss details with the teachers.

Monitors and Pupil Teachers.

We have found a plentiful supply of girl candidates for the position of monitors, but the applications from boys are rather few. This year the total number of candidates which we were empowered to recommend was larger than in former years, consequently we were enabled to make recommendations in all cases where the necessary conditions were satisfied; but during some years previously it was necessary to exercise a close discrimination between the various schools and the several candidates in order to select the most deserving. We aim at making the choice of candidates closely competitive between the eligible pupils, and usually hold strict examinations for this purpose. As a result, keen interest is taken in the appointments, and none but thoroughly suitable candidates get through the test successfully. Seeing that the future *personnel* of the teaching staff depends largely on the class of monitors selected, it seems very important that great care should be taken at this initial stage. A number of pupil teachers have been appointed in the model schools, some

of the Convent schools, and in a few of the ordinary schools. The training of monitors and pupil teachers seems to be carefully attended to, and criticism lessons are duly carried out. As regards the latter, I should like to find fuller discussion entered into between the members of the staff, and more detailed notes subsequently drawn up. These notes are frequently rather brief, and deal too largely with the faults without specifying the good points; but, on the whole, much good undoubtedly results to the entire staff from the introduction of these criticism lessons.

Mr. Heron says :—

"There are no central schools in this section for the training of monitors or pupil-teachers of separate national schools."

"Several convent schools in the section have taken up the Intermediate programme in their senior classes, and in this way have succeeded in providing themselves with quite a large number of pupil-teachers, and in consequence have not been very anxious to obtain monitors."

Mr. Carroll reports :—

"The monitors and pupil teachers in this section receive a very fair training on the whole. In one or two large schools the criticism lessons are conducted before the entire teaching staff, and excellent results are obtained; the lessons are extremely useful, not only to the monitors concerned, but to the individual members of the staff. In a few schools the lessons taught are not of much value. The pupils selected are frequently acquainted with the subject matter of the lesson beforehand, so that there is little scope for real teaching. The written criticisms of the principal teachers are often too scant and narrow; those recorded by the assistants are generally limited to a single sentence."

Extra or Optional Subjects.

As regards extra subjects, in the 20 schools in my own special charge *Mathematics* is taught in eight and *Irish* in two. The latter subject has been favourably reported on by the Organizer. I generally find that first year's *Algebra* attains a creditable standard, that second year's *Algebra* does not often exceed fair, and that the third year's programme is usually beyond the capabilities of the scholars. *Geometry (with Mensuration)* is taken up in only a few schools, with much the same results. At first, when these extras were re-introduced some years ago, the number of pupils presented was considerably higher than it is at present, but when teachers found that no fees were forthcoming except as a result of thorough teaching, they took care to accommodate themselves to circumstances.

Mr. Heron notes :—

"*Irish* is taught as an extra in about 30 schools in this section in the present year. To judge from the reports of Mr. Morris, who examines most of these classes, they are generally taught with a very fair amount of success. The subject of *Mathematics* is taken up in about the same number of schools. The classes in this subject are generally very small and the attendance is very irregular, but as regards first year *Algebra* they are fairly successful. The amount of work that it seems possible to do in our schools in *Geometry* is 'small.'"

Mr. Carroll adds :—

"Cookery is taught in 39 schools, Laundry in 7, Domestic Economy in 2, Irish in 8, and Mathematics in 27. Gardening has been taken up in one school with good results."

Evening Schools.

Regarding these, Mr. Heron reports :—

"The number of evening schools in this section continues to decrease. The number this session was four. One of these was a new evening school in charge of a teacher not at present employed in a day school. The existence of the other three was threatened owing to the character of the reports on the day schools taught by the teachers of the evening schools."

Mr. Carroll states :—

"Only one evening school, which did good work, completed the Session 1913-14. There were two in operation at the beginning, but one was obliged to discontinue its meetings owing to the illness of the teacher."

The evening schools are under the direct inspection of my colleagues, and have not been visited by me.

I beg to remain, Gentlemen,

Your obedient servant,

J. O'RIORDAN,

Senior Inspector.

The Secretaries,

Office of National Education,

Dublin.

BELFAST,

GENTLEMEN,

July, 1914.

In compliance with your instructions I beg to submit a General Report on the Belfast No. 1 Circuit.

Circuit.

The circuit comprises the southern portion of County Antrim and the western side of County Down, and includes the towns of Carrickfergus, Lisburn, Hillsborough, Dromore, Banbridge, Gilford and Crumlin, and most of the part of the City of Belfast which is situated in County Antrim.

There are 349 schools in it, which are nearly equally divided between the rural parts and the City of Belfast.

These schools are classified as follows :—

Model Schools,	...	...	...	3
P.L.U. Schools,	...	...	...	4
Convent Schools,	...	...	...	6
Ordinary Schools,	...	...	...	336
<hr/>				
Total,	...	...	...	349

The inspectors associated with me are Miss Kelly, Mr. Honan, and Mr. Lavelle.

Miss Kelly, who has under her supervision 50 schools, spends only part of her time in the circuit, as she has charge of an equal number of schools in the Belfast (2) Circuit, besides assisting in other parts of the country when required.

As industries, principally connected with shipbuilding and the linen trade, afford ample employment throughout the entire circuit, the population, even in the rural parts, is dense, and the children numerous, consequently the schools are usually large.

School Accommodation and Equipment.

Slow but steady progress has been made within recent years in the improvement of the school accommodation, and the following excellent new buildings have been opened since I took charge of the circuit, on the 1st February, 1912 :—Hilden, Derryclone, Waringstown G., Brownlee Memorial (Lisburn), and Holy Family B. & G. (Newington Avenue, Belfast). During the same time Dromore (1) G., Liddell Memorial (Donaghcloney), Agnes Street Central Mixed and Infant (Belfast), Market Square (Lisburn), Whiteabbey B. and G., Tennent Street (Belfast), Derrynaseer G., Stevenson Memorial (Dunmurry), and Bottear have been greatly enlarged. New schools are at

present being built to replace Hopeton Street (Belfast), Ulster-ville (Belfast), and Holycross B. (Belfast), while grants have been made for building new schoolhouses to replace St. Joseph's (Crumlin), Soldierstown, Backnamullagh, Ballymacraven, and Legateriffe.

Arrangements have been made to rebuild Hemsworth Street (Belfast), and to enlarge Dromore (1), B.; St. Vincent's Convent (Belfast), and Dromore (4). Negotiations are proceeding for the enlargement of St. Macanisius B. and G. (Belfast) Schools, and an application for a grant to build schools to accommodate 400 children to relieve the congestion of the schools in the neighbourhood of Slate Street (Belfast) is under consideration. Milltown School, near Banbridge, has been thoroughly renovated, and, although the accommodation has not been increased, instead of being a very unsatisfactory building, has become one of the most comfortable schoolhouses in the circuit. Magherabeg Schoolhouse has also been renovated at considerable expense. It was originally intended to replace the existing building by a new vested house, but the delay in obtaining the necessary grant was so great that the local authorities decided on repairing the existing house. This work has rendered it fairly comfortable.

The buildings in the rural parts are, as a whole, very satisfactory. Many of the newer ones are excellent: even the older ones are substantial structures, and well adapted for the work of a National school. It is rare to find a damp house. Owing to the side walls being too low, the ventilation in a few cases is defective.

On revisiting the County Down part of the circuit, after an interval of 27 years, I was greatly impressed with the improvements that had been effected in the school accommodation during that period; while in the County Antrim part, after an interval of 13 years, the improvements, especially in and around Lisburn, are equally noticeable. There are only two or three cases of overcrowding. In some parts the schools are too numerous, and three or four might be closed without causing much inconvenience to the children. New buildings are required to replace Magheralin, Tullymacarette, Lurganville, Mallusk, B. and G., and Ballymacrickett, B. and G., Schools.

The contrast between the school buildings in Belfast and those in the rural parts of the circuit is very marked. In the former, however, some excellent new houses have recently been erected, and three others, which will accommodate about 1,000 children, are at present being built. The plans of the older buildings are usually faulty. Most of them were primarily intended for lecture halls, and although partitions have been erected in most of them that are capable of division, the results are not always satisfactory. In a school that I recently visited I found six teachers engaged in one room, and, although this is an exceptional case, it is quite usual to find three or four teachers working in the same room.

Many of the schools are greatly overcrowded, but this overcrowding does not give a true representation of the number of children for whom additional accommodation is required, as, owing to a recent regulation, children are refused admission to schools in which there is no space available for them, with the result that many of them never enter any school.

Owing to the migration of the population from the localities the accommodation in a few schools is more than sufficient, but it cannot be utilised owing to the distance the children would have to travel to attend them.

A very serious defect in the Belfast buildings is their situation : most of them are on the streets, where the noise of the passing traffic is so great as to render oral teaching at times almost impossible.

The city authorities having, however, become aware of this inconvenience, are taking steps to diminish the noise by relaying the streets around the schools in "tar macadam."

Offices are attached to all the schools.

Most of the rural schools are provided with playgrounds, but suitable playgrounds are attached to only about one-third of the Belfast schools.

Heating, cleaning, and sanitation receive due attention.

Window gardening is now practically universal, but it is rare to find healthy plants in the city schools, and the value of their cultivation under the circumstances is problematical. In a few cases flowers are cultivated in the school plots, but more might be done in this respect in the rural schools. A school garden in connection with the Department of Agriculture and Technical Instruction has been established at Derragh, and is satisfactorily conducted.

A great deal has recently been done to improve the school furniture. Dunbar Memorial, Banbridge, B. and G., and Milltown schools have been completely refurnished with desks of the newest and most approved types; while in many other cases large additions to the previous supply have been procured. There are, however, many schools in which the desk accommodation, especially for the smaller children, is unsatisfactory. The older desks are of uniform height, and so constructed that the children cannot maintain a proper position when using them. This remark applies mainly to the smaller schools. In those in which there is an infant department, desks suitable for young children are usually provided, although the number is seldom sufficient.

There are very few school libraries in the circuit, and little use is made of those that exist.

Dumb-bells and bar-bells are provided for a few schools, but they are little used since the introduction of Swedish Drill.

Under the heading of school accommodation, Mr. Honan writes :—

" The country portion of the section is more than amply supplied with schools, and in some few places there are unnecessary schools, viz. :—At Ballylough, Cornreany, Sloan Street (Lisburn), and Maze, where amalgamation with neighbouring schools could be effected without any material inconvenience to the localities.

" The schools are well distributed throughout the section, and no locality in the country portion is without school accommodation.

" In the city portion of the section the schools are large, the staff varying from three to nine teachers. The school accommodation in the city is far from satisfactory. As a rule, the design of the buildings suggests that the primary consideration was to supply parochial or lecture halls, their suitability for school work being a matter of minor moment. In these large city schools the space is badly distributed, the main rooms are much too large, and the class-rooms much too small. Sometimes three, four or five teachers are to be found working simultaneously in these immense rooms.

" In such cases the effect of the instruction is greatly impaired, and the strain on the nervous and physical energy of the teachers is immense, whereas the overcrowding of the class-rooms causes a vitiated atmosphere, and a lowered vitality in pupils and teachers. The organization, too, is complicated, as the written work, drawing, etc., have to be done in the main room, as the class-rooms are rarely furnished with desks.

" The need for suitable school accommodation is so great, that in the absence of a school rate or of organized effort it is hopeless to expect that individual effort on the part of managers will ever be competent to deal effectively with this difficulty. In the following list of fifteen schools, situated mostly between the Shankill and Lisburn Roads, overcrowding, often of a serious nature, exists :—

School.	Actual accommodation (10 sq. feet per pupil).	Accommodation needed.	Excess for which accommodation is required.
No.			
1	290.7	388.7	98.
2	232.	302.8	70.8
3	193.7	263.	69.3
4	280	326.3	46.3
5	170.	214.	44.
6	228.	270.8	42.8
7	132.	172.	40.
8	122.6	162.	39.4
9	131.	168.5	37.5
10	79.	104.7	25.7
11	111.	136.5	25.5
12	75.	102.	27.
13	73.8	101.	27.2
14	90.	112.	22.
15	161.	181.	20.

" In the above list of schools the actual accommodation is insufficient for the average daily attendance. If I were to make out a list of schools in which the terms of Rule 185 are not strictly observed, it would include treble the number in the above list.

" The managers, as a rule, give sympathetic attention to representations made to them with regard to improvements in the school buildings and furniture, and, where the cost is within the resources at their disposal, they do their best to carry out official suggestions.

"The following list, showing local expenditure on schools and equipment, during the past two years in my section proves that it is erroneous to conclude that because there is no school rate there is consequently no money spent locally on education:—

School.	Nature of Work done.	Cost to Locality.		
		£	s.	d.
Brownlee Memorial (Lisburn).	New house, furniture and equipment.	2,400	0	0
Waringstown Girls ..	Do. do.	974	6	1
Market Square, Lishurn	Two new rooms, partition, and furniture.	828	8	6
Liddell Memorial, Donaghcloney.	Two new rooms and additional equipment.	589	3	0
Dunbar Memorial, Banbridge.	Improvement in house and new desks.	91	0	0
Milltown	Do. do.	71	16	3
Magheraheg	Do. do.	00	0	0
St. Bride's, Belfast ..	Do. do.	19	18	0
Seapatrick	Do. do.	132	0	0
St. Simon's, Belfast ..	Improvement to house, new desks, &c.	51	2	8
St. Simon's, Belfast ..	Debt paid off ..	200	0	0
Blaris	Now floor ..	30	0	0
Banbridge Boys ..	Improvement and desks ..	41	3	8
Lisburn Boys	Do. do. ..	52	0	0
Linsfield Mill, Belfast ..	Do. do. ..	31	0	0
Ballykeelartifanny ..	Do. do. ..	30	0	0
Ashmore Street, Belfast	Do. do. ..	20	15	0
Lisburn Free	Do. do. ..	19	19	6
Knocknagar	Do. do. ..	19	13	0
Maralin Village	Do. do. ..	14	19	0
Downshire	Do. do. ..	11	16	6
Castlehill	Do. do. ..	10	14	0
Dromore (1) Boys ..	New Desks	8	5	0
Hutchinson Street (1) ..	Do.	8	0	5

"In the following cases the cost was borne exclusively by the managers, viz.:—Liddell Memorial, Seapatrick, Linsfield Mill, Milltown, and Ashmore Street.

"Improvement is being slowly effected in the furniture. When new desks are got they are usually of a good design, but the older desks to be found in the majority of the schools are of bad design, the seats being often upwards of six inches distant horizontally from the desks. This is, to a great extent, the cause of the crouching attitude so commonly noticed of the pupils at desk work.

"In other respects the equipment is suitable and sufficient.

"The school-rooms and premises are well and tastefully kept. A decided improvement in sanitation and heating has recently taken place. This is largely due to the grant of £21,000 to supplement local expenditure on these services.

"Flowers are cultivated in almost every school, chiefly in window boxes or flower pots, and at a few schools in plots or borders.

"Libraries exist in a small number of schools, but little use is made of them by the pupils.

"About 50 per cent. of the city schools have no playgrounds; 20 per cent. have playgrounds of moderate dimensions; and 80 per cent. are suitably supplied.

"Dumb-bells and Indian clubs are provided in a few schools, and are the only physical appliances in use."

Mr. Lavelle notes:—

"New schools are in course of erection to supersede Holycross B. and Hopeton St.; grants have been sanctioned for new buildings at St. Joseph's (Crumlin), and Soldierstown; and plans for a new building to supersede Hemsworth St. N.S. are under consideration. In addition to these structural improvements have been made in Agnes St. Central, Derrynaseer G., Budore, and Whiteabbey. The latter has been so extensively repaired, enlarged, and furnished that it is practically a new school; a sum of about £1,500 was expended on it.

"The rural portion of the section is now fairly well provided for in the matter of school accommodation, and the buildings are, with few exceptions, suitable. In the city schools there is still considerable over-crowding, and the want of suitable classrooms is much felt.

"Progress has been made in regard to furniture and equipment. New desks and apparatus for the teaching of Cookery, Kindergarten, and Elementary Science have been provided in several schools.

"The buildings are generally suitable, and in satisfactory repair, and sweeping and heating are regularly attended to. In most of the schools some attempt to cultivate plants and flowers is made. In rural schools it is done with a fair measure of success; but it is not easy to grow healthy plants in city schools.

"In rural schools the pupils have either suitable playgrounds or use the public road for the purpose; but a large proportion of the city schools have either no playground or the space is so small as to be of little service.

"Appliances for Physical Culture are limited to a few schools in which dumb-bells and staves are used."

Miss Kelly's observations are:—

"Five schools in the section are constantly overcrowded, though the building of new schools is likely soon to relieve at least four of them. Most of the city infant schools are liable to overcrowding during the months of May and June. Also several schools have class-rooms awkwardly small, necessitating an uneven distribution of the space. New class-rooms have recently been added to the Dromore (1) and Whiteabbey Girls' schools. Partitions dividing up the larger rooms have improved St. Saviour's and St. Luke's Infant Schools, while the teacher's room in the latter has been made pleasant by a supply of small tables and chairs instead of the gallery which formerly filled it.

"On the whole, the schools are fairly equipped, the most frequent deficiency being the desk supply. Infant pupils are often compelled to use desks obviously intended for much bigger people, but this defect is gradually being removed.

"The schools are nearly always good examples of cleanliness and order.

"In a few cases the floors are not scrubbed with sufficient frequency. Heating and sanitation are properly provided for, but in four schools the offices are placed unhealthily near a school entrance or class-room window.

"In a city school gardening is necessarily confined to windows, where in many cases it helps to brighten the room, though in others the teachers appear to have given up the effort to keep plants alive in the uncongenial atmosphere.

"Little is attempted in the direction of school libraries."

Teachers.

The teachers, as a whole, are well qualified for their positions, and very conscientious in the discharge of their duties. Many

of them have attended special classes on subjects in which their knowledge was previously imperfect, and not a few have obtained University degrees.

There are, however, a small number who have little aptitude for the teaching profession, and who perform their work in a mechanical, antiquated method, devoid of zeal or enthusiasm.

There are very few teachers who do not now keep a "Weekly Syllabus," and most of them make some preparation for their daily work, but this preparation is frequently of little practical value.

Some teachers still think that daily preparation, especially for the younger children, is unnecessary, but this is a serious mistake. In the case of experienced teachers the *method* of treating a subject does not require to be noted, but all teachers should, before giving a lesson, have decided on the amount of matter required, analysed it, and arranged the parts in logical sequence: the illustrations to be used, and the exercises and examples to be given to the pupils should also be carefully selected. The unprepared lesson is unmethodical, ill-arranged, and generally ineffective. Unless the lesson is carefully prepared the teacher cannot arouse the interest of the children or maintain their attention.

After entering on their profession there is little evidence, especially among the younger teachers, of systematic study of works on "The Practice of Teaching."

As teachers have few opportunities of becoming acquainted with the methods of instruction practised in any school except their own, the necessity for constant private study of literature dealing with the education of the young becomes apparent. Unless teachers make themselves acquainted with modern educational ideas, they are liable to develop a mechanical style of teaching, which is fatal to their professional success.

About 80% of the male teachers are trained, but only about 50 per cent. of the female teachers have attended a Training College. One cause for this marked difference is that a man, before obtaining a permanent position as teacher, must now be trained, whereas female assistants do not require this qualification.

In his notes on "Teachers," Mr. Honan states:—

"The teachers as a body are hard-working, and many discharge their duties with marked ability. The women assistant teachers especially deserve praise for the readiness and zeal they show, often at considerable expense and labour, in their efforts to fit themselves better for the teaching of branches which require special training. They attend special classes for Kindergarten teaching, Swedish Drill, Domestic Economy, and Nature Study, and the marked improvement in the teaching of these branches is largely due to them. They are, as a rule most punctual and attentive, make adequate

preparation for their work, and many are deserving of the highest grades and emoluments of the profession. The special promotion in recent years of assistants with long and meritorious service has raised new hopes and new ambitions in this very deserving class of teacher; and it is to be hoped that ere long the funds at the disposal of the Commissioners will be sufficient to give adequate recognition to their claims."

Under the same heading, Mr. Lavelle observes:—

"The teachers as a body are faithful in the discharge of their duties. Many of them are highly qualified, and labour incessantly for the welfare of the children committed to their care. It is a pleasure to visit the schools of such teachers, and to see—no matter how unfavourable the circumstances—what a beneficial effect they have on their pupils.

"The absence of incentive or the feeling that a position of security has been attained, is sometimes the cause of very mediocre teaching. Young teachers on leaving the training college have done with examinations. Some of them have never taught except in the practising schools, and there is no means of securing that they continue their professional studies. The character of the schools in which they secure appointments has a good deal to do with their future careers. If they get into well-conducted schools, useful habits and a high ideal are insensibly formed, but if appointed to schools of a different type, no matter how enthusiastic or capable they may be, they gradually conform to their surroundings.

"Preparation of some sort is made by almost all teachers. The more highly qualified and experienced they are the more are they convinced of its usefulness in getting their work done methodically and thoroughly."

Miss Kelly's remarks are:—

"The teachers are as a rule diligent—in many cases enthusiastic—workers. A progressive spirit is generally shown, and the younger teachers show a laudable ambition to qualify themselves in the new branches and new methods."

Attendance and Health of Pupils.

The attendance, as a whole, continues much the same as in previous years, and cannot be considered satisfactory. Many children only make the attendances required to escape prosecution, and the numbers present on Mondays and Fridays are usually smaller than on the other days of the week.

There are many parents who attach little value to education: they keep their children from school for trifling reasons, and withdraw them entirely as soon as the law permits, with the result that the proportion of the pupils in the senior standards is very small. There are, however, some schools in which the regularity of the attendance is all that could be desired, but this is due either to the influence of the manager or to other exceptional circumstances.

Owing to the attractions of the up-to-date infant schools the children attend very regularly, and are very happy in their surroundings.

Epidemics of scarlatina, whooping-cough, diphtheria and measles have been very prevalent all over the circuit during the past year, necessitating the closing of many schools for long periods. As may be expected, these epidemics have had a serious

effect on the attendance at the schools, as parents frequently keep their children at home long after all danger of the spread of the disease has disappeared.

I may state that in the Belfast schools and in many of those in the urban districts every effort is made to keep the children free from infectious diseases by spraying the schools daily with strong disinfectants.

The age at which children begin to attend school varies with the circumstances. Where a school is in the immediate neighbourhood of the children's home their school life begins at three years of age, but where the school is situated at a considerable distance, as frequently occurs in the rural districts, they do not begin their attendance at school until they are five or six years of age.

The majority of the children leave school and "go to work" as early as the law permits. I have no doubt that the small sum of money earned by the child is a consideration with many of the parents, but, with ordinary thrift and economy, children might be permitted to remain much longer at school without imposing any unnecessary hardship on their parents.

There are a great many "half-time" pupils in this circuit, but the education children receive while so employed is of little value. The time for the abolition of the "half-time" system has, in my opinion, arrived.

Occasionally I observe cases of defective eyesight, but they are not numerous, and the health of the children is usually very good.

A dental clinic has been in operation for many years in the Jaffé National School, and recently another one, on a large scale, has been established in Great Victoria Street, Belfast, at which the children from several schools attend, but the dental treatment of school children has not yet received the attention it deserves.

Mr. Honan's observations under this heading are:—

"There is a slight tendency towards improvement in the attendance. During the past year serious epidemics of scarlet fever, measles, and whooping-cough had disastrous effects on its regularity. In normal times the attendance is fairly regular. I am convinced it will improve. School life, thanks to the policy of the Board, no longer possesses terrors for the children. The schoolrooms are much more comfortable than formerly, the courses of instruction more varied and interesting, the pupils are treated with more consideration, and altogether school life is brighter and happier than it used to be.

"The age at which children go to school varies with the locality and distance to be travelled. In the city they go at about three years of age. The parents being poor, the mothers too often have to work, and as the school is the nearest approach to a 'Crèche,' the 'babies' are sent to get them out of the way and off the streets. As a rule they leave as soon as the law permits. If they spend a year in fifth standard they can leave school and 'go to work,' which is the first consideration with the majority of parents, who are too poor to apprentice them to a trade; and in this way too many of the children are forced into 'blind alley' occupations, to become later 'the pathetic residuum of our social system.'

"The health of the pupils is good. There are but few cases of defective eyesight that have not received attention. Defective teeth are common in the city schools, and very little has been done by way of organized effort for their treatment.

"Medical inspection of the schools is most desirable. There is scarcely a school I enter that I do not notice cases of children suffering from *adenoids* or some other form of obstruction in the nose or throat. Under a system of medical inspection such cases would be detected at once and a remedy applied. The trifling cost to the State would be more than amply repaid in the improved health and vigour of those units that go to form the working element."

Mr. Lavelle's statement under attendance, &c., is:—

"Attendance varies little. In some localities it has been adversely affected by outbreaks of sickness. Measles and scarlatina have been much in evidence for the past two or three years.

"Regularity of attendance seems to be more dependent on managers and teachers than on local circumstances. As a rule the children of the working classes come to school as soon as they are eligible for enrolment. Indeed one occasionally finds children under three years of age in school, in charge of their elder brothers and sisters. In other cases the children usually commence school by the time they are four or five years old.

"A large proportion of the children leave school as soon as it is found practicable; they get into mills as 'half-timers,' or get certificates of proficiency and seek some employment. Many of them never reach the fifth standard. It is nothing unusual to find a large fifth standard in August dwindled away to only four or five in the following May or June.

"The number of pupils who pass through standards VI. and VII. is very small.

"The general health of the children is good. Defective eyesight is much more common than in purely rural districts. Dental clinics, at which school children are treated gratuitously or for a nominal fee have been established."

Miss Kelly writes:—

"Regularity of attendance depends largely on locality. In poor areas, where a hand-to-mouth existence prevails, children come to school only when they must, and leave when they can. Many never reach standard IV., and few get beyond it, before the mills claim them for 'half-time.' In these industrial districts, too, the girls are often kept at home day after day for duties which the mothers, being out at work, are unable to perform, and thus their chances of education are still further reduced. On the other hand, and for the same reason, the infants are sent to school often at a very early age, when the advantage to school and child is doubtful. These 'babies,' however, usually have in infant schools a separate teacher for themselves, and are made as comfortable as the accommodation permits. Epidemics, of course, are rife in the city, and the infant schools naturally suffer most from them.

"The pupils on the whole seem robust, wonderfully so, considering the conditions of some of their lives. In schools which touch the social low-water mark they naturally appear degenerate and girls attending on the 'half time' system have a drawn, withered look.

"So far the new facilities for dental treatment have not been availed of to any large extent."

Proficiency.

The fluctuation in the classification of the schools that might naturally be expected has occurred, but the "grading" as a whole remains much as it was when I took charge of the circuit, and continues very high. In the rural parts of the circuit, where the conditions of the pupils are similar, the *proficiency*, after making allowance for the time of the year at which the general inspection is held, might be taken as a pretty good indication of

the character of the school, but, if proficiency were the sole test in grading a school in the city of Belfast, even after due allowance has been made for the time of the year at which the inspection is held, very erroneous conclusions would be arrived at.

The social condition of the children differs so much, even in two schools situated within a few hundred yards of each other, that, unless other circumstances in addition to proficiency are taken into consideration, a great injustice would be done to many of the teachers. This is one of the most important problems that present themselves to inspectors in large cities, and which seldom arise in completely rural circuits. It is one of the points on which the Results' System acted most unjustly, seeing that *all* children, notwithstanding the circumstances under which they were placed, were expected to have acquired a certain amount of information in order to earn a fee for the teacher.

In the classification of a school the social condition of the children is, in my opinion, so important that, when making an inspection in a part of the city with which I am not familiar, before grading the school I take special pains to ascertain the home circumstances of the pupils.

Accuracy and distinctness of enunciation are usually satisfactory, but it is only occasionally that really good *Reading* is heard, although considerable attention is paid to phrasing and intonation.

Many of the teachers themselves are not good readers, and the recitation of poetry, which is a valuable exercise in itself, is not sufficiently utilised in training the children in expressive reading.

Writing is usually well taught in the junior standards, but the proficiency in this subject in the senior standards is often disappointing. In large schools the black-board is generally used in teaching writing, but in the smaller schools, where the teacher has charge of two or more divisions, headline copy-books are frequently used.

Composition is now, as a rule, effectively taught. The instruction that the children receive on the formation of sentences in the junior standards has given them great readiness in expressing their thoughts subsequently on paper. Moreover, all the good teachers introduce the composition lesson with a conversation on the subject that the pupils are to write about. These exercises are very carefully corrected, and many teachers subsequently make the more common errors the subject of a grammar lesson. I have, however, met with teachers, especially of the older school, who neglect this important part of their work, and substitute for it the correction of *stock* mistakes that occur at the end of the grammars, and such as children in the locality never make.

The instruction in *Arithmetic* is seldom quite satisfactory. Easy exercises that require some mental exertion are either wrong in method or painfully slow in solution. This defect is largely due to the fact that the children either do not get sufficient practice in mental calculations or that the black-board is too seldom used to explain the method by which the result is arrived at.

Too much of the old mechanical style of teaching still continues at the *Geography* lesson. In many schools the pointing out of places on the map is the only teaching attempted. I have, however, heard excellent lessons on this subject in some schools, and I think the instruction in it is slowly improving.

I can seldom commend the *History* lesson. This is, to some extent, due to the fact that it is often treated as a reading lesson.

The proficiency in *Singing* is very satisfactory in the majority of the schools.

The part of *Drawing* that deals with objects rarely shows skilful teaching, but all other parts of the course exhibit a high standard of proficiency.

Cookery is now taught in almost every school into which it could be introduced. It is a very popular subject with the girls, and the reports of the Organizers are generally very favourable.

In the schools that have large numbers in the senior standards the instruction in *Elementary Science* has produced good results, but in those that are attended by the poorer children its benefits are practically invisible. In the latter class of school, lessons on Temperance, Health and Habits, Hygiene, and Nature Study are more suitable, and are usually attended with better results than when the Elementary Science course is attempted.

Sewing and knitting are effectively taught, but patching and darning, which are the most valuable parts from a practical point of view in the *Needlework* course, receive too little attention.

In no branch of the new programme is improvement and progress so evident as in the *training and instruction of infants*.

Infant schools and infant departments are well organized; the courses of instruction are varied and interesting, and the time passes pleasantly for the younger pupils. The teachers of these schools in the city are, with few exceptions, well qualified for their duties, and practice kindergarten methods successfully. The majority of these teachers attended courses of instruction in kindergarten work at some of the local classes conducted by experts in this branch of school work. This special training is necessary for the intelligent and efficient teaching of the programme. Its effect is shown in improved schemes of work, in the correlation of the lessons, in skilfully prepared notes, and in the increased use of illustrations, which awaken interest and deepen impressions.

In the non-city schools, as a rule, the kindergarten courses admit of much development. Few of the teachers have had an opportunity of special training, and kindergarten methods are not easily acquired from theoretical study. Even young teachers fresh from training colleges are frequently found to possess but scanty knowledge of modern kindergarten methods. It is, however, an undoubted fact that even in rural schools much attention is now given to the training of infants, and even the scanty knowledge acquired by junior assistants who attended organizers' classes has proved a blessing to the most helpless and formerly the most neglected of the pupils.

Under this heading, Mr. Honan writes :—

"One rarely meets with very good *Reading*, in which accuracy, good enunciation, and reasonable expression are combined. Pattern reading does not often show very high merit, and insufficient attention is given to 'speech training.' The lack of classrooms is a serious bar to progress, and the native accent does not conduce to euphony. In the city schools, too, the classes are so large that each pupil does not get sufficient practice in reading aloud. Explanation gets a good deal of attention; but too often the teachers' efforts are directed to elucidating the meanings of isolated words, and this is attended with little educational profit. Occasionally one meets cases where the pupils can give in their own words fairly connected account of the matter treated of in the lesson, but these are 'exceptions that prove the rule.'

"*Composition* continues to receive a good deal of attention. It is taught three times a week in the senior standards. The pupils show very fair facility in expressing their ideas on subjects which have had some previous treatment, as *Object*, or *Science*, or *History* lessons, where the pupils mainly rely on memory. Well arranged lists of subjects for 'letters' are rarely met with. More original effort is made by the pupils when dealing with a subject that comes within their own experience, and suitable lists should be readily prepared. The writing of letters on such subjects as 'Moses' and 'cows' can have little fascination for the pupils. Yet I have actually met with letters done on these subjects in schools.

"The teaching of *Geography* and *History* continues mechanical. The relations of *Geography* and *History* are usually ignored in the lessons. Instruction in the former is mainly confined to naming places and pointing them out on the map. In *History* the lessons are disconnected, and have little educational value.

"*Singing* is making decidedly good progress. A good deal of attention is given to voice production, and to sight and ear tests, with the result that really sweet and tuneful singing is often met with.

"*Freehand* and *Scale Drawing* are as a rule well taught; but progress in *Object Drawing*, except in schools where the teachers are really proficient, is disappointing. Unless the teacher is really competent, *Object Drawing* should not be attempted, as wrong principles are easily acquired. The drawing of an object should be a truthful record of its accurate observation by the pupils, and in this skilful guidance and instruction are needed. I have seen pupils make drawings of an object when they merely recorded from memory their impressions of it when seen in a position altogether different from that in which it was placed before them, yet it never occurred to the teacher that there was anything wrong."

Mr. Lavelle writes :—

"It is questionable whether at the present day the pupils are not overtaught. Every little difficulty is anticipated and explained, with the result that the pupils become incapable of unaided effort. This is sometimes apparent in dealing with senior pupils, who fail, not from want of information, but from want of ability to use the information they have. Sometimes in their haste to get over the ground, teachers are tempted to crowd too much into their lessons, and they do not take time to see that their demonstrations and explanations are thoroughly understood. Their pupils acquire the habit of assuming that they know what they really do not know, or know only imperfectly. There is wisdom in 'hasten slowly' when dealing with children.

"The general proficiency has not varied much during the last few years; forces have been in operation tending to lower rather than to raise it. The work done in the senior standards is relatively not so good as that done in the other standards.

"*Reading* is generally fairly accurate and fluent; but somewhat lacking in clearness of enunciation and intelligence. There is too little mind in it. It is often apparent that the child does not really understand what he reads. In some of the large city schools, where perhaps five or six teachers and

classes are at work in one room it is a very difficult matter to teach reading effectively. When tested in reading at sight, even from a book of less difficulty than their Readers, pupils as a rule do not acquit themselves creditably. Explanation might be better attended to, and recitation of Poetry admits of improvement in accuracy, correct phrasing, and expression.

"Writing is generally well taught. Whether the blackboard or head-line copies, or both, are used for the purpose, proficiency in writing, like almost everything else, depends on the teacher.

"Mistakes most frequently occur in the spelling of irregular words in common use. The writing out of lists of difficult words is still practised.

"Up to 4th standard *Composition* is generally well taught. One occasionally meets 3rd and 4th standard pupils who have little grasp of what constitutes a sentence. More prominence might usefully be given to Oral Composition in the ordinary course of teaching, and more direct teaching of composition might be practised. In 5th and higher standards there is a considerable element of helplessness and evidence of want of imagination and ideas in the pupils' unaided efforts.

"The elements of Analysis are fairly well known; but the want of technical knowledge is often felt in dealing with the correction of grammatical errors.

"*Geography*.—If one is to judge of the efficiency of the teaching in this and the preceding subject by the answering of candidate monitors, the inevitable conclusion is that we are not progressing. No matter what view of the subject is taken there is a large amount of mere fact that must be learnt. Whether this is done in an interesting and educative manner, or merely as so much drudgery, will depend on the methods adopted.

"In the junior standards *Arithmetic* is generally well taught, but in the other standards the results are often disappointing. Want of sufficient time for it, involving want of practice and consequent inaccuracy, is the usual cause assigned. Mental Arithmetic is usually better than the written work in the subject. Whatever the cause, pupils do not attain to the useful working knowledge of Arithmetic that is required in business and other branches of knowledge.

"*Cookery* is now taught in a large number of schools, and is a popular subject with the girls. The reports of the organisers are very encouraging.

"In schools attended by children in poor circumstances there is some difficulty in regard to the provision of materials for *Needlework*. These are often supplied by the teachers. Proficiency is generally good.

"*Singing* is well taught according to the requirements of the programme.

"Considering the want of playgrounds in the city schools good progress is made in *Drill*.

"The introduction of the Swedish system is increasing the educational value of the subject. When well taught it has a beneficial effect on the general discipline of a school.

"Mr. Ingold's reports regarding the work done in *Object Lessons* and *Elementary Science* are generally favourable.

"*Drawing*.—We are making some progress in training the children to observe and to record the result of their observations. In an industrial and manufacturing community like Belfast the elements of Scale and Geometrical Drawing are very useful."

Organization.

As over two-thirds of the schools have a staff of three or more teachers little grouping is necessary except for special subjects. The principal defects in the organization of such schools are: first, some of the divisions are too large; and, second, the order of the subjects on the time table is frequently faulty. When constructing a time table teachers should endeavour to take subjects that require great mental effort at a time when the children are mentally alert—i.e., shortly after the opening of the school or immediately after the recess. The more mechanical lessons

should be placed later in the session, or as a relief lesson to those requiring vigorous brain work. These rules are frequently violated.

In the schools in which several teachers are engaged in the same room the rule that two "noisy" lessons should not be taken simultaneously is generally observed.

The desk accommodation has also to be considered in arranging the work for the different divisions, and as it is in many cases insufficient, especially in the older buildings, it is only on rare occasions that the desks are not fully occupied.

In the smaller schools the grouping of standards is generally practised, except during the arithmetic lesson. There are still a few teachers who have a mistaken idea of "grouping," as occasionally I find two or more standards in the same division using different readers.

Mr. Honan's observations under the heading of Organization are :—

"The new system of organization, or some modification of it, is in operation in every school. This secures the *maximum* of instruction to the pupils. Fictitious grouping has practically disappeared. The work is fairly distributed among the members of the staff. The principal teachers, I am glad to say, take a fair share of the work; and, on the whole, treat their assistants with respect and consideration."

Mr. Lavelle writes :—

"With so many types of buildings and schools, no hard and fast rules regarding organization can be followed. Each teacher, if he is a thoughtful worker, will evolve the organization best suited to his own peculiar circumstances. In one and two-teacher schools the organization officially recommended works well."

Miss Kelly observes :—

"In the large schools difficulties of organization usually arise from exigencies in space and accommodation, and these are very fairly surmounted on the whole. One great difficulty in many schools is in dealing with children who begin school late in life. Too old for the infant school, yet absolutely unlearned, they should, if circumstances only permitted, form a class, with a teacher to themselves."

Monitors and Pupil Teachers.

In recent years both the quantity and the quality of candidates for the position of monitor have deteriorated, so that in neither of the past two years have we been able to fill all the vacant positions.

However, those who do get the appointment receive a good training both in their literary and their practical work, and usually become successful teachers.

The Criticism Lessons are given in accordance with official regulations, and both the monitors and the members of the teaching staff derive great benefit from them.

Mr. Honan writes :—

"The special instruction of the monitors is well attended to, and the regulation with regard to Criticism Lessons is duly observed. Occasionally one meets with perfunctory notings on the lessons, but, on the whole, the principals faithfully discharge their duty towards the monitors. These Criticism Lessons have proved extremely beneficial to the monitors, who frequently show power and skill in managing and instructing large classes, and display earnestness and zeal in their studies and duties."

Mr. Lavelle's remarks are :—

"The training of monitors imposes considerable responsibility on the teachers, and many of them are disposed to avoid it. There is difficulty in getting gifted young people to remain at the primary school until they attain the required age. Better material would probably be secured if the age limit were lowered. If candidates are not well prepared, they have so much to do of a purely professional nature during their period of service that it is difficult to get them to pass the King's Scholarship examinations creditably."

"Criticism Lessons are usually given as required by the regulations. When taken up earnestly they have a stimulating effect on all the members of the staff. There is reason to believe that these lessons are sometimes neglected, or done in such a manner as to be of little practical service."

Regarding her section, Miss Kelly states :—

"The monitors, as a rule, receive a thoroughly good training."

Optional or Extra Branches.

Irish is taught as an extra subject in about 5 per cent. of the schools, and *Mathematics* in about 20 per cent. The Organizer of Irish reports favourably on the instruction given in it.

The proficiency in *Mathematics* in the schools that I have examined showed that the pupils had been very effectively taught. There is only one *school garden* in the circuit.

Mr. Honan's observations under this heading are :—

"During the present school year Cookery or Laundrywork or Domestic Economy has been taught in 58 schools."

"*Mathematics*, I. or II., or both, were taught in 29 schools, and *Irish* in 8. Under these heads the work done was creditable."

Mr. Lavelle says :—

"Optional and extra branches are almost entirely limited to *Irish* and *Mathematics*. The reports of the Organizer in *Irish* are generally favourable. I have not yet tested any of the classes in *Mathematics*, but from observations made during the course of the year, anticipate that the usual standard of proficiency will be attained."

"One *School Garden*, Derrilaghy, was in operation last year, and was very favourably reported on by the Department of Agriculture and Technical Instruction."

Miss Kelly notes :—

"*Irish* is taught in 8 schools of the section."

Evening Schools.

The evening schools were inspected by my colleagues. From their reports to me it would appear that the number of such schools is very small—only 19 in the whole circuit—but that the work done in them, as a rule, was very satisfactory.

Mr. Honan's report is :—

"Eleven Evening Schools were in operation during the Session 1913-14. The attendance was fairly good. Teachers and pupils worked earnestly; and, on the whole, the work done was very satisfactory."

Mr. Lavelle's statement regarding them is :—

"Eight Evening Schools were in operation last session. The subjects taught were English, Arithmetic, History, Geography, Geometry and Mensuration, Drawing, Needlework, Cookery, and Book-keeping. As a rule, fairly good work was done. I have noticed that the attainments of pupils attending Evening Schools are steadily declining."

As many pupils leave the day schools with a very imperfect education, it is to be regretted that the facilities offered by the evening schools are so little availed of by the young people of the country.

I am, Gentlemen,

Your obedient servant,

J. CHAMBERS,

Senior Inspector.

The Secretaries,

National Education Office,

Dublin.

BELFAST,

July, 1914.

GENTLEMEN,

In accordance with your instructions, I beg to submit my General Report on the Schools of Belfast (2) Circuit for the school year ended 30th June, 1914.

Circuit.

The circuit comprises the eastern and central portions of County Down, all of the Belfast schools on the County Down side of the Lagan, and 37 on the County Antrim side.

School Accommodation and Equipment.

Three years ago the number of schools in the circuit was 359. The number is now 358, 109 of which are in the city, and 249 in the country. Of the 109 city schools, 72 are in County Down, and 37—including the Model School and St. Mary's Practising Schools—in County Antrim. Amalgamation of eight schools has taken place:—Drumgiven with Ballymacaramery, Donaghadee G. with Donaghadee B., Mill Street with Newtownards (2), and Dundonald G. with Dundonald B., while Killynether, Knockbracken, and Ballymacbrennan have been struck off as unnecessary. On the other hand, five new schools have been recognised—Bryansford and Ballynanny in the country, and Willowfield (2) and St. Anthony's B. and G. in the city. Ballynanny and Annacloy are to be superseded by a central school. Bryansford was a private school before it was taken into connection by the Commissioners.

Rosaria B. and G. Schools in Ballynafeigh are now in operation in new premises which afford accommodation for 260 pupils, exclusive of the science and cookery room. The increased attendance has shown that it would have been better if larger schools had been built, or if plans had been prepared which would admit of an easy extension of the school space. However, the manager, Very Rev. R. Crickard, P.P., V.F., deserves credit for supplying such a long-felt want. On 3rd February, 1913, Willowfield (2) school was opened. It is on the Cregagh Road, and though it did not supersede an existing school, its accommodation for 400 pupils is now so severely taxed that there is a queue or waiting list of sixty or more pupils. The grounds are particularly spacious for a city school. The Rev. Canon Harding deserves great credit for having provided such a school for the

locality. Not very far from this school, two new schools—St. Anthony's B. and G.—have been opened on the Woodstock Road. They afford accommodation for 300 pupils in all, and their situation and aspect are such that there is little noise and much sunshine. These schools were built by Very Rev. Dr. Lavery. When it is considered that a few years ago he built St. Matthew's Boys' School, with space for nearly 500 pupils, he may well feel proud of what he has done for education in Ballymacarrett. The Strand school was opened a few months ago. It affords space for 200 pupils, but it can readily be enlarged by the construction of two class-rooms. It supersedes Sydenham School. I understand that a generous local resident, Miss Duffin, was largely instrumental in providing this school. These schools are all vested, the last in the Commissioners and the rest in local trustees. Another vested school with accommodation for 90 has been built to take the place of the old Clanvaraghan School. The old school was one of the worst in the circuit. It had no out-offices, and the class-room was suggestive of the catacombs. The manager, Rev. D. O'Reilly, P.P., has thus conferred a boon on the locality. A grant was sanctioned for a school to take the place of All Saints School, in Belfast, but it is regrettable that the manager did not see his way to avail of it.

A third storey was added to New Road Senior School, and a class-room provided for the infants' school, at a cost of over £800. A new class class-room has been built, and other improvements have been effected, for St. Mary's School, Killyleagh, making it one of the best schools in County Down. Two new class-rooms have been added to Portavogie (1) School. This school badly needed increased space and improved lighting and ventilation, and it is gratifying to find that so much has been done to remedy serious defects. The Home of Rest School, Bangor, has now a new school-room in place of the old one. A new room has been taken in, and other improvements have been made, in case of Mount Alexander School, Donaghadee. I hardly recognised Castlereagh School when I visited it some time ago. It was improved at a cost of £250, and is now a commodious, bright, airy, and well-equipped school. Conlig has a new cookery-room, and lighting and ventilation have been much improved in Newtownards (2), Bryansford, and Dromara Schools, while certain improvements have been effected in connection with Kearney and Newtownards (1) schools. Out-offices have been built for Ardagh and Drumlee Schools. Every school in the circuit has sanitary conveniences, and though these may not be always suitable, we are evidently a long way in advance of the average rural circuit. In addition to the structural improvements already specified, others are contemplated, such as at Saul, St. Mary's (Dunsford), and Lisbarnett. I understand, too, that schools are to be built to supersede Annsborough B. and G., Smyth's (Comber), Ballyphilip G., Jubilee (Belfast), and Tullywest. The question of a central school at Derryboy has been receiving attention, and a grant has been sanctioned for a school to replace both Annaclone and Ballynanny.

In many schools the desks are too high for junior pupils, or the seat is too far away from the desk proper. The latter defect is found in a type of desk which is far too common—a desk with turn-over leaf and a horizontal distance of five or six inches between the seat and the leaf. In one school the desks are thirty inches high. In a considerable number of cases new desks have been provided or old ones re-modelled. A few schools have adjustable desks. Galleries are numerous, the seats thereon being generally without back rests. Houses and premises are, as a rule, kept reasonably clean, while window gardening receives considerable attention. Where flowers or plants are not grown, it is usually the fault of the teacher. In city schools, however, the atmosphere is injurious to plants, and one not infrequently sees specimens of these with drooping heads suggestive of the melancholy of the penguin. City schools have no excuse for not having pictures, and as a consequence mural decoration is attempted with more or less success. In country schools, the grounds are occasionally kept with much taste, and St. Finian's B. and G. Schools, in Newtownards, show that even in towns it is possible to set the grounds off to advantage. Heating has received more attention since a grant in aid became payable, but it is unsatisfactory to learn that some twenty class-rooms have no heating apparatus. Two of these are in vested schools. One of my colleagues and myself have done our best to persuade the manager of these two schools to provide heating apparatus, but our efforts, I am afraid, have not yet been successful. In some instances, gas stoves or gas cookers are the sole means of heating, and I have seen an oil stove in one case and an oil lamp in another. In a few schools I found that the heating was neglected. Several schools have no playgrounds, or ones unworthy of the name. This is a much more serious matter for city schools, in view of the growing importance attached to physical culture. School libraries, I am afraid, for any practical use that is made of them, play but a small part in the school life of the pupils. At the same time, it is only reasonable to assume that the use of supplementary readers in the schools should lead the pupils to court a further acquaintance with works of travel, adventure, etc.

Since I came to Belfast thirteen years ago, I have been referring in all my general reports to the inadequate and often unsatisfactory accommodation which many of the city schools afford. The subject has been well-nigh worn thread bare. Still, if I do not assign these schools a chapter to themselves, I may be charged with giving a cold shoulder to the city of my residence. The theme, though the same, now presents a different facet to my mind's eye, inasmuch as the schools I am reporting on came under my charge as senior inspector some $2\frac{1}{2}$ years ago.

I have charge of 37 city schools on the Antrim side of the Lagan, and 72 on the County Down side. Of the latter, ten are in Ballynaveagh. It is among the 72 schools referred to that overcrowding is most marked. Many of these are still overcrowded,

though the number on rolls has been restricted. Some years ago I mentioned that the average number on the rolls of Belfast Schools was greater than the combined averages for the County Boroughs of Dublin, Cork, Derry, Limerick, and Waterford, whereas for 1912 it fell short of the combined averages by 2,346. Seeing that the population of Belfast has been advancing more rapidly than that of the other cities named, I can account for the relative falling off in the number on rolls only on the assumption that inadequacy of accommodation in Belfast schools necessitated a great restriction of the number of pupils on rolls. It is of interest to note that the average on rolls in Belfast for 1912 was less than the average for 1905 by 1,869, whereas in Dublin the average for 1912 was 1,661 greater than the corresponding average for 1905. There is only one way of accounting for this remarkable difference, for the new rule requiring that pupils' names be struck off after twenty consecutive days' absence was applicable in both cases. That there has not been a still more pronounced falling off in the number on rolls in Belfast is due to the fact that the Commissioners did not insist on the restriction being carried so far as to displace any assistant. It is certain, therefore, that if adequate accommodation were provided, the number of additional children who could be enrolled would run into thousands. In the case of Willowfield (2) School, which did not supersede any school, the available space of 4,000 square feet is now fully occupied, and more pupils are clamouring for admission, and yet the attendance at neighbouring schools has not been very appreciably affected. In another school which I visited recently, the teacher had a waiting list of from 40 to 50 children, and in several other schools applicants are being constantly refused admission. One of the results of this competition for places is, I am afraid, that the poorer children are being neglected. It is deplorable that those who are most in need of education should be the greatest sufferers.

It may be of interest to give details of a few of the worst schools. One of them has accommodation for 80, whereas the average attendance was 100. There are two class-rooms, each 11 feet 8 inches by 9 feet 3 inches, there being only one window in each. In one of these rooms I found 29 pupils, and in the other 33. Neither of the rooms is heated, and during very cold weather in last winter the teacher had to put all the pupils into the school-room, which is heated only by a gas stove. Rarely have I seen such dirty floors and galleries as I saw in this school. In fact, they were swept only on alternate days. Another school has accommodation for 70, but 104 were present. I found 43 pupils in a room 12 feet 11 inches by 11 feet 9 inches. This room has a sloping corrugated iron roof, one end of which is only a few feet from the floor. I make bold to say that a County Down farmer would not think it too good for a fowl-house. There is no means of heating it, and on visiting it one very cold day I advised the teachers to keep out of it. There is a somewhat similar room in the same building, but it was supposed to be heated by an oil lamp which mocked all heat. The desks used

even by infants in this school were $27\frac{1}{2}$ inches high, which is at least 4 inches too high for such children. There could not be a better way of bringing about curvature of the spine. In another school, 187 pupils were present, though there is a floor space for only 140. There were 51 in a room 15 feet by 12 feet, and 38 in another 12 feet by 10 feet. The latter has only one window, and neither has any heating apparatus. The desks in this school are unsuitable, and the lighting of the schoolroom is unsatisfactory. In another class-room (15 feet by 12 feet) under the same roof I found 49 pupils. This room was heated by an oil stove. There is another apartment of the same size in this school. It has only one window, and there is no means of heating it. I tried in vain to have the lath-and-plaster partitions between these rooms removed, and to have heating apparatus introduced into the rooms so formed. In another school there are two small rooms, one of which was heated by an oil stove. The other had no heating apparatus, but the teacher informed me that they got heat through the wall of an adjoining dwellinghouse!

To guard against exaggeration, however, I must say that much of the accommodation is fairly satisfactory, but overcrowding is too marked, especially where small class-rooms intensify the congestion.

The remarks of Messrs. Keith and MacMillan under the head of "Accommodation" are appended. Miss Kelly's noting on this and other matters are also given. Mr. Keith reports on Section A, Mr. MacMillan on Section B, and Miss Kelly on fifty girls' and infants' schools in the circuit.

Mr. Keith reports:—

"*Accommodation.*—27 of the 67 boys' and mixed schools, which comprise the city section, afford inadequate space, while 9 others supply barely sufficient room. Nearly all the cases of congestion occur in Mountpottinger or Ballymacarrett, but two or three schools in Ballynsafeigh, and a couple near the Ormeau Road are more or less overcrowded. As a relief to the latter, neighbouring schools might take in additional pupils. The former general overcrowding has been mitigated in most cases by Rule 185; but until further vacancies occur on the staff of some schools the average must be kept up to a figure in excess of the accommodation. In the course of time the average attendance in all such schools should approximate to the number representing the floor space at 10 square feet per pupil.

"Here are a few schools with inadequate space:—

	Average attendance.	Accommodation.
1.	356	286
2.	260	221
3.	271	239
4.	346	304
5.	269	234
6.	280	258
7.	190	118
8.	180	111
9.	508	444
10.	345	298

"The figures for the preceding years in 3, 4, 9, and 10 were 394, 378, 540, and 372, average attendance, respectively.

"On the other hand, more than ample space exists in several schools. For instance:—

	Average attendance.	Accommodation.
1.	94	160
2.	81	118
3.	60	154
4.	100	182
5.	68	224
6.	103	203
7.	139	338
8.	177	250

"The attendance at the last mentioned school is, however, increasing. The average there for 1912 was only 123, while the last two quarters showed attendances of 200 and 204, an increase in great part due to an influx of children from overcrowded schools, which are reducing their numbers. The other seven schools are not situated in localities in which a similar transfer could be conveniently carried out.

"Unsatisfactory classroom overcrowding is still met with, partly on account of the diminutive dimensions of a number of classrooms. At a school with space for 238 only one classroom, 23 feet 3 inches by 15 feet 9 inches, is provided. In this room, which is poorly equipped and ventilated, I found more than eighty infants. An effort was subsequently made to avoid the arrangement by taking a number of the children into the larger room. Again, in another school with space for 239, two small rooms each 12 feet by 11 feet 6 inches, are not heated, and are frequently overcrowded. In a third school 105 pupils received a lesson in singing in a room 17 feet 6 inches by 17 feet; but there was really no necessity to crowd these children thus. A fourth school with seven teachers is equipped with three classrooms affording space for only 13, 17, and 26. In these small places I noticed 41 (at a second visit 39), 53, and 64 pupils, respectively. The remedy in this case would be a new school, the erection of which the manager is not at present prepared to undertake. A fifth school of considerable size possesses, among other classrooms, one 13 feet 7 inches by 11 feet, in which 39 children were taught. A re-organization has to some extent minimised the defect; but the room is only fit to be a cloakroom for a school with space for 258 pupils.

"About eight of the country schools in the section are slightly congested, but it is likely that three of these will be enlarged or replaced by new buildings in the near future. Many of the schools in the Ards peninsula are superior in type.

"*Furniture and Equipment.*—As mentioned already, much has been done to improve the desk accommodation in several schools, and with the passage of time up-to-date desks will be available in general. Attention has been drawn from time to time to defects in the structure and suitability of the seating accommodation, and as a rule the managers are doing their best to meet the difficulty. In a considerable number of schools the old fashioned galleries, steep, backless, and occasionally seatless, continue; but a few have been recently removed.

"*Cleanliness, Sanitation, Lighting, and Heating.*—Under the first two of these heads there is little room for complaint. The provision of State aid has in the vast majority of cases resulted in the regular performance of these duties, but one country and some ten city schools possess one or more classrooms unequipped with heating apparatus, while in half a dozen others one or more rooms are heated only by gas stoves.

"The 'dim religious light' afforded by coloured glass windows has had its devotees in the past; but a reduction is being gradually effected in the number of schools lighted in this way. The practice of growing plants or flowers in window boxes or pots is spreading.

“Playgrounds.—27 of the city schools, that is 40 per cent., have no playground, or are inadequately provided with such, while in nine others the accommodation is but fair. Nearly one-fourth of the 72 country schools possess insufficient or only fair playing space. The facilities cannot, therefore, be considered satisfactory, although the newly erected buildings have ample accommodation. A couple of the largest schools, one of them with three storeys, seem to be quite satisfied without a playground at all, on the plea that the pupils obtain an hour's interval at midday to go home for dinner.

“Unnecessary Schools, etc.—In the small town of Donaghadee there existed two years ago six distinct schools. The Donaghadee G. school was, however, amalgamated with the boys' school. Efforts to reduce the number still further proved ineffectual; but the wants of the locality could be met by three schools.

“At Newtownards, Mill Street school was amalgamated with Newtownards (2). For some time it was in contemplation to erect a central school to replace Newtownards (1), Newtownards (2), and Mill Street; but the scheme fell through.

“In the rural districts, Woburn school is not an absolute necessity, while Ballyeranbeg B. and G. schools could be amalgamated with advantage.

“The Dundonald B. and G. schools are to be united in the summer.”

Mr. MacMillan reports:—

“The boundaries of the section have been somewhat altered since I last wrote a general report on it, the schools in Belfast and in the southern extremity of the Ards peninsula having been transferred to Section A.

“The School Accommodation is generally suited to the needs of the locality, and there are not very many unnecessary schools. Thirteen schools have been struck off since August, 1907. There are five cases where small adjoining boys' and girls' schools should be amalgamated; three or four others where a small school may be struck off when an opportunity occurs; and about eleven cases where amalgamation of two small schools is desirable. The local parties are in general strongly opposed to such amalgamation.

“Many of the schoolhouses are of modern type, and well equipped and adapted for their purpose. Within the past seven years thirteen schoolhouses, vested and non-vested, have been built or re-built; eleven others have been enlarged or extensively improved; twelve partitions have been erected; and in several other instances arrangements have been made to build new houses or to enlarge old ones. Great credit is due to the Right Hon. Thomas Andrews, of Comber Mill, and to Mr. Hurst, of Drumaness Mill, for the anxiety they have always shown to have their schools commodious, comfortable, and properly equipped, as well as to provide suitable residences for the teachers.

“There are, however, not a few old and unsuitable buildings where the erection of new houses is urgently called for. The most notable of these cases are Clintagh, Derryboy, St. Mary's (Dunsford) B. and G., Killelief B. and G., Killyleagh, Legaseurry, Magherahamlet, Magheramayo, and Meeninabane. I may include Smyth's Comber. In at least five or six of these steps have been taken towards providing new buildings. There are four or five schools which have classrooms entirely too small for the numbers they have to accommodate, some of these also being without any means of heating. In over fifty schools two teachers work in a room which is not partitioned. Some of these rooms are not very suitable for partition, but in most cases the expense is the principal obstacle. It is objected by some managers that the erection of a partition would render the room much less suitable for other uses to which it is put.

“Furniture is commonly satisfactory, except that in a number of schools the desks have the serious defect of having too wide an interval between the seat and the leaf. Dual desks are not often found, except in the newer schools.

"The heating of the schools is well attended to. Only three, as far as I recollect, are heated by hot water or steam pipes, viz., Drumanness Mill, Comber Mill, and Infirmary Lane, in Downpatrick.

"There is now no school in the section unprovided with offices. Almost 50 have no playground, or practically none; these are all, except two or three, in the country, where the children can play with safety on the roads.

"The cultivation of flowers and ornamental plants inside the schools is almost universal and frequently successful. In some schools the sickly or neglected appearance of the plants renders them anything but an ornament to the room. I have occasionally recommended that the pupils should be encouraged to look after the flowers; a senior pupil could take care of a single plant, or one could look after all the plants for a week, or any other arrangement the teacher found advisable could be adopted. Flowers are very successfully grown inside in the Ballykinlan and Ballynahinch (3) schools, as well as in others. There is, in the case of many schools, absolutely no ground outside where flowers could be grown, and in others circumstances preclude the growing of flowers, but more might easily be attempted than at present. Some teachers show great taste in the manner in which they grow flowers and keep the school grounds. I may specially mention Ballydrain, St. John's (Newcastle), Charley Memorial, Inch Raffrey, Bonycastle, Annadorn, and Ardmillan schools.

Miss Kelly reports :—

"In my section of the circuit there are 50 schools, 37 in the City of Belfast. I have 23 infant schools; the remainder are for girls. 5 of these being in charge of nuns.

"In 7 schools the yearly average attendance is in excess of the *Accommodation*. In 5 schools, 3 or more teachers work together in the same room, while in at least 3 the only classroom is so small as to be always overcrowded.

"The desk accommodation in many schools is unsuitable or insufficient. Still some improvement has been effected, new desks for infants having been provided in Holywood Parochial girls', Ravenhill Road infants', St. Anne's infants', and St. Congall's girls' schools.

"In two schools the lighting is bad, in one of them a perpetual twilight reigns.

"The schoolrooms, as a rule, are neatly kept, and are made as bright and cheerful as possible. Plants are cultivated in the windows of some.

"The heating of schools is properly carried out as a rule, but in a few, where classrooms of the cupboard form survive, the only attempt at heating there is by the doubtful aid of a small oil lamp. Others are heated by gas stoves, also objectionable.

"Libraries are generally non-existent.

"Five schools in the section are without playgrounds.

"As a general rule the teachers endeavour to increase the value of their work, and many of them have lately followed classes at the Technical School in Cookery, Nature Study, and Swedish Drill. The infant school teachers spare no pains to give their work interest and variety, and, when possible to adapt new ideas to their conditions. Some are now teaching reading on phonic lines. Many follow Kindergarten classes during their evenings.

"In the densely populated districts of the city the attendance is very irregular. The infant schools suffer a good deal from epidemics, and yet, in some well managed infant schools a comparatively high attendance is maintained.

"In the convent schools, and in schools situated in well-to-do localities, one finds a fair number enrolled in the 6th or 7th standards; but in the working class districts children rarely get beyond standard V.

"I think *defective vision* is comparatively rare.

"The children, on the whole, appear hardy and healthy during their school-life time.

"So far, the provision for *dental* treatment has only been availed of in a few schools. The parents seem to be apathetic or unwilling to contribute.

"The *infant* schools are very well conducted. The teachers seem specially gifted for the work and make their young charges bright and happy. Scarcity of desks often necessitates less manual occupation than one could wish, those who suffer most from this deprivation being frequently the smallest children, the 'babies.'

"'*Oral Composition*' is cultivated sedulously by means of stories, pictures, etc., and with very fair, though varying success. In *Writing*, *Drawing*, *Arithmetic*, and *Reading*, the pupils generally attain a high level before they leave the infant teacher's hands.

"*Elementary Science* is taught at present in comparatively few schools in the section. In others a combination of *Hygiene* and *Nature Study* takes its place. When this fails to attain satisfactory results it is generally through want of systematic planning and preparation.

"*Cookery* is taught in all the city girls' schools of the section but three. The conditions of some schools are so unsuitable for it that one would wish for an extension of the technical system in the school districts, so that extern classes for children could be held during school hours.

"*Laundry* is taught, very successfully, in one school.

"The teaching of *History* is receiving more attention on the weekly timetable, an hour a week being now generally given to it. The proficiency in this subject is low, a fact due, I believe, to want of due preparation of the lessons by the teacher.

"*Swedish Drill* is now taught in nearly every school.

"In the large girls' schools where each class has a teacher, or nearly so, organisation would be simple were it not for the difficulties of small classrooms and scanty desks, difficulties which the teachers do not always show skill or care in overcoming.

"The infant schools are all very well organised.

"The training of *Monitors and Pupil Teachers* (there are four of the latter in the section), is satisfactory. In some of the large schools several monitors work together, which gives them a decided advantage. The criticism lessons are generally of a useful character; the whole staff as a rule joining in the discussion at the end.

"*Irish* is taught in six of the schools.

"There was one *evening* school in operation in the section. It was very efficiently conducted."

Teachers.

Many of the teachers show a laudable desire to qualify themselves for the discharge of their arduous duties, which they perform with no mean success. Women teachers in particular are

eager to attend classes in domestic science, drill, nature study, and kindergarten methods. Most of the teachers make fairly adequate preparation for work, but I have noticed occasional remissness, especially when a visit from an inspector is not looked for. I am always disappointed when I find this, for it goes to prove that preparation is made, not for the pupils, but for the inspector. Trained teachers are becoming more numerous, though untrained assistant mistresses are still appointed, largely through local influence brought to bear on the manager.

Attendance and Health of Pupils.

The attendance in the city schools shows a slight increase in point of regularity, and it is considerably above the average for all Ireland, especially in the city schools in County Down, in which a percentage of 78·5 was attained for 1913, as against 72·2 for all Ireland. I find, however, that of the 85 urban areas in which school attendance committees existed in 1912, as many as 44 show a higher percentage than Belfast, 2 equal Belfast, and 29 are below it. In the city schools children come to school at an early age. It is certain, however, that there are many children whose early education has been grossly neglected. I have noted a case where a number of boys were admitted who were too old to be enrolled as infants, but who were unfit for First Standard. The half-time pupils in one school were classified by standards as follows :—

I.	II.	III.	IV.	V.	
59	102	113	33	22	- 329

All these pupils must have been over 12 years of age, and as nearly 50 per cent. of them were enrolled in Standards I. and II., it is clear that their attendance at school must have been irregular in the extreme. The teacher informed me that 19 of those enrolled in Standard I. had to be taught with the infants, and that some of them did not know what the number 2 meant. I see by the last census returns that Belfast has the lowest rate of illiteracy of any county or county borough in Ireland, namely, 7·5 per cent. But if pupils in Standards II. and III. are not to be regarded as illiterate, a low rate of illiteracy is not incompatible with a low standard of education. That this is applicable to Belfast may be surmised when it is known that the representation in the highest standards in this city is considerably below the average for all Ireland. Pupils, as a rule, leave the schools at the first opportunity, so that relatively very few of them receive the benefits of a more advanced primary education. I am afraid, too, that pupils are often backward for their ages. For instance, in a girls' school attended by a respectable class of children, the average ages in the standards on 1st April, 1913, were :—I., 9 years 9 months; II., 10 years 7 months; III., 11 years 2 months; IV., 12 years 11 months. In another school which I visited in June last I found somewhat

similar figures. Though I have not investigated the matter fully, I should not be surprised to find that the figures given above fairly represent the average for Belfast. There is no doubt that if education were on a proper basis, the pupils in the two schools referred to should be further advanced for their ages.

From a health point of view, the importance of dental treatment for children cannot be over-rated. It is gratifying, therefore, to know that a scheme for the dental treatment of children has been launched under the auspices of the Children's Aid Society for Ireland. The scheme has been sanctioned by the Commissioners, and it is to be hoped that the dental clinic established in Great Victoria Street will receive the support it so well deserves. In Bangor, too, the schools enjoy similar advantages, and I am endeavouring, with fair hopes of success, to secure corresponding benefits for the schools in Newtownards.

I have had no definite means of knowing to what extent defective eyesight prevails among school children. The unsatisfactory lighting of some of the schools must be injurious, and equally injurious must be the bibles used by very many children, whose sight must be severely strained by the perusal of very small type, reduced in some cases to almost microscopic proportions. It occurs to me that it would be a great advantage if a book were issued containing only so much information as the children are expected to require at school, this book to be up to the standard of printing, binding, etc., looked for in the case of ordinary school readers.

Proficiency.

The schools have shown a decided advance in efficiency. Merit marks are occasionally lowered, or warning of lowering has been given, but there is no doubt that the schools are more highly marked than they were a few years ago. This is in some measure due to the advent of new teachers, and to increased efforts put forth by others. One new teacher succeeded in raising the merit mark of the school from "fair" to "good," and from "good" to "very good" in two successive years.

Reading is probably the subject in which I have noted the greatest advance. In many of the rural schools of County Down it was painfully monotonous, and it is still so in not a few, but the style has been improved in a considerable number of cases by the adoption of what may be called "inflection drill," as distinguished from paragraph pattern reading. Nothing can be more disappointing than to hear paragraph after paragraph read in showy style by the teacher with absolutely no imitation on the part of the pupils, all suggestive of the "blossomed furze unprofitably gay." The "drill" method is briefly this: Attention is concentrated on a sentence with one or two inflections. The pupils simultaneously *say* the sentence after the teacher's pattern, individuals are then called upon to say it, and lastly to read it from their books. The number of instances in

which the adoption of this method has led to an improvement in the style of reading is the best proof of its efficacy, and in the last resort the best criterion of method must be results. A crisp, tuneful style of reading now prevails in some schools where nothing but a dull monotone had previously been heard. In every school where the style is unsatisfactory I try to find out for myself whether the pupils can readily pick up an inflection, and I frequently find that they can. In such cases, the inferior reading is manifestly due to defective teaching. In a few schools, however, I found it extremely difficult to get the pupils to inflect their voices. The best plan in such schools is to pay particular attention to the younger children, using recitation as an auxiliary. When a monotone, or any offensive peculiarity in the style of reading takes root in a school, it is very difficult to eradicate it. On the other hand, when once a pleasing style has been cultivated, there is little difficulty in maintaining it. Little children on first coming to school hear this style, and almost unconsciously imitate it. Explanation, oral composition, and grammar are receiving a fair share of attention, and in some cases with marked success.

Writing holds its own, if it does not actually show progress. There is hardly a more trying ordeal in a school than to train the younger children to hold the pen or pencil correctly. The teacher who succeeds in this has some reason to congratulate herself. The number who fail must be considerable, but I am satisfied that increased attention has been paid to the method of holding the pen and to the posture of the pupils, though the latter presents insuperable difficulties where the desks are unsuitable, as they are in too many cases, especially for younger children. I occasionally notice that writing done on the day of the inspection is much better than the average for the school, indicating habits of carelessness on the part of the pupils, which is not a healthy sign of a school. If pupils can always be got to do their best, the battle is half won.

Written Composition, prepared for as it has been by the increased attention paid to Oral Composition, is decidedly good. Letter-writing is receiving very fair attention, but the expression is not always happy. In a school inspected by me last week a boy in replying to an imaginary advertisement, wrote as if he thought he was conferring a favour on his assumed employer by actually accepting the post before it was offered to him. Some teachers would do well to remember that letter-writing affords a means of teaching some of the courtesies of life. A boy who can write a polite, considerate letter will be all the more likely to treat his neighbour with respect and courtesy. Anything savouring of insincerity should find no place in a letter. The standard reached in spelling is good, and occasionally very creditable results are attained.

History is probably the worst taught subject in the curriculum. It is not made interesting for the pupils, and there is too often a lack of tangible results either in the form of knowledge or influence on character which the teaching of history might be supposed to achieve.

The proficiency in *Arithmetic* is very variable. In some schools or standards it is decidedly unsatisfactory, but in a considerable number of cases I have noted it as good, or even very good, but "fairly good" would be about the average. It appears to me to be appreciably better than it was some six or seven years ago.

The results in *Geography*, though not brilliant, are by no means disappointing. It is true that some teachers follow old methods too closely, but many are teaching this subject on rational lines, and making it interesting and educative for their pupils.

Object Lessons, *Health and Habit Lessons*, and *Nature Study* are receiving a very fair share of attention, and many teachers have shown praiseworthy success in inculcating habits of cleanliness and tidiness. *Elementary Science* is being provided for in a larger number of schools, but I am of opinion that if more practical work were done by the pupils, the educational value of this subject would be considerably enhanced.

Cookery is now taught in a very large number of schools, and the number goes on increasing. I am satisfied that this subject is receiving attention commensurate with its great importance. *Laundry* has been taken up in a few schools.

Singing is taught in most of the schools. Urban schools, as a rule, show better results than those in country districts. I am afraid County Down is not a very musical county. In one small school I tested the pupils individually, and found that only two of them had any perception of tune. When they sang a song, it was a welter of warring chromatics. Another school in the same locality was just as bad. But here again the personal equation enters. I recently visited two rural schools which are about two miles apart. In one the singing was harsh, though by no means tuneless, but in the other the pupils rendered their songs with some approach to culture. It was the teachers and not the pupils that made the difference. I am fairly well satisfied, however, with the progress made in singing, and am hopeful that, with increased attention to time and tune exercises, the standard of musical education will be appreciably raised.

Drawing is gradually emancipating itself from the shackles of conventionalism, and the drawing of objects is being more widely taken up. It is true that many teachers are unable to do justice to this part of the subject, but with the conviction that object drawing, properly taught, is much more valuable than the old order of drawing followed in our schools, I am satisfied that the former will gradually come to the front.

One very rarely finds *Needlework* that could be described as very good, though it occasionally approaches closely to this standard. Useful work, however, is done in this subject, and it can be made useful without over-refinement.

As regards the *training of infants*, there is not much cause for dissatisfaction. In practically all the infants' schools and infants' departments, the work is conducted on modern lines; and even in the smaller schools a great advance has been made in this

direction, though much yet remains to be done. Lack of suitable accommodation, of suitable desks, and of kindergarten materials is a serious hindrance to progress.

In many of the schools the Swedish system of *drill* has been taken up, and others are sure to fall into line. I was impressed with the efforts made by so many of the teachers to become acquainted with the principles and practice of this system. I am inclined to think, however, that if substantial benefit is to be derived from this form of drill, two or three lessons in the week should be given.

Organization.

Organisation is, as a rule, above serious criticism. Teachers are fully alive to the importance of arranging their forces so as to combine economy of effort with efficiency. In two-teacher schools, teachers are often heavily handicapped when one of the rooms—if there are two rooms—is too small to hold either of the divisions, or when only one of the rooms is furnished with desks. In such cases the double bipartite system is difficult if not impossible of adoption.

Training of Monitors and Pupil Teachers.

We have a very large number of girls competing for monitorships, but very few boys seem to covet these posts. In the Belfast Girls' Model School there is a special class for candidate monitors, who generally have no difficulty in finding places either in the model schools or other schools. There are about 15 pupil teachers in the circuit. Monitors and pupil teachers are, as a rule, well taught and trained. With criticism lessons and actual teaching in the ordinary work of the school, these junior members of the staff acquit themselves successfully in their teaching tests.

Optional or Extra Subjects.

Mathematics are taught in a considerable number of schools with very fair success, but the number would doubtless be much larger if pupils remained longer at school. In Belfast schools there are relatively very few pupils in sixth and higher standards. Irish is taught in some thirty schools, but I cannot say with what success, as I examined only three, and in these it did not go beyond the third standard course. So far as I am aware, there is no school garden in the circuit.

Evening Schools.

During last session there were only five evening schools in the circuit. The work done in these schools was satisfactory.

I append the remainder of my colleagues' notings.

Mr. Keith reports :—

Teachers.—Of the certificated teachers employed in the city schools, fully 80 per cent. have attended a training college. Very few schools now are unprovided with trained members of the staff. Three schools, however, with 8, 7, and 6 teachers, respectively, muster only one trained teacher in each. The proportion of trained teachers in the country schools is larger.

"Those who have for some reason been unable to avail themselves of the advantages to be derived from attendance at a training college in many cases manifest a laudable desire to extend their knowledge of some of the new subjects. During the past two winters a fair sprinkling attended courses in Rural Science and School Gardening, some of them travelling long distances to do so. Many lady teachers have in recent years taken private lessons in Kindergarten methods. Others have completed courses in Cookery and Laundry. Of late large numbers have acquired a practical acquaintance with the elements of Swedish Drill.

"All this shows keenness, particularly on the part of the lady teachers, to improve their professional skill. The majority of the staff know the value of preparation; but, of course, occasional remissness has been noted at times.

"*Attendance.*—It is not a simple matter to determine the trend of the attendance of the children during the last year. On the one hand the prevalence of epidemics, such as scarlatina, exercised a negative influence both in town and country. Again, certain schools were compelled to refrain from admitting pupils in the normal manner owing to want of accommodation in parts of the city. Three or four schools, on the contrary, where space permitted, were able to increase the staffing. The new school for 400 children, opened in February, 1913, at Willowfield is now more than filled, and that without depleting neighbouring schools to any serious extent below the critical point of accommodation; while St. Anthony's B. is not yet full, although the enrolment is gradually increasing.

"In the country the list of one-teacher schools has been lengthened by the addition of one school, formerly staffed by a teacher and a J.A.M., owing to reduction in the attendance; but the number of two-teacher country schools has increased, two schools having obtained certificated assistants. A couple of the boys' schools at Bangor showed a tangible rise in their attendance.

"The social circumstances of the pupils in some city parts of the section are above the average, and it is usual to find in such schools a considerable number in the highest standards; but with these exceptions the tendency is to leave at 14, or as soon as a leaving certificate can be obtained. It seems a pity that children are allowed to leave school for good at any period of the school year that suits themselves. In some continental countries pupils must remain until the end of the school year, although they may have reached the age limit months before. I noted lately that in the sixth, seventh, and eighth standards of a large city school, 25, 8, and 8 pupils, respectively, were enrolled in August; but in November the corresponding numbers were 16, 6, and 3, and in May 11, 2, and 3, the three in the eighth standard being monitors. In another school the enrolment in fifth, sixth, and seventh standards was, in August 14, 14, and 7, in December 12, 8, and 4, and in April 9, 8, and 3.

"*Dental Clinics.*—Clinics have been established at Bangor and Belfast, and negotiations are well advanced towards the formation of one at Newtownards. Nothing has been done at Donaghadee so far. The examination by an expert of the teeth of children at a large school lately presented alarming results. Of nearly 200 children between the ages of 6 and 10 only some ten proved to be free from any defect.

"*Proficiency.*—There are no infants' schools in the city portion of the section, the infants' and girls' schools being placed in another section for convenience of inspection. The mixed schools or the boys' schools to which infants' schools are not attached, are provided with more or less suitable arrangements for training the infant children. Somewhat more than one half of them supply separate rooms exclusively for such instruction, and in most of these modern methods are adopted. The teachers have been stimulated to take special lessons. The subjects are correlated weekly. The blackboards are much in evidence. Expression and language lessons are an essential part of the day's work. In the boys' schools, with a few, but gradually diminishing exceptions, assistant mistresses are employed. One of the difficulties encountered is the want of appropriate desk accommodation; but this matter has evoked wider local attention. More schools are utilizing such aids as sand trays and millboards for the introductory lessons in drawing, etc.

"In the country schools a decided change in the right direction has taken place. The infants' schools are well-equipped and taught. In several other schools suitable desks have been supplied, and in a few instances the steep galleries have been removed, so that instruction is given under happier auspices. The teachers have been aided by the advice obtained at intervals from visiting Kindergarten organizers.

"The progress in *Reading* is steady. The words are correctly pronounced, making allowance for local accent; but intonation is often at fault, and is frequently neglected. An improvement is apparent in explanation, more attention being paid to subject matter, and to the cultivation of the pupil's power of oral reproduction. In some cases the responsiveness of the children is very creditable to their teachers. Supplementary readers are usually to hand, but rather as text books than with a view to encourage a taste for reading. The proficiency in Grammar might be classed as very fair, but in too many instances it falls below that level.

"Much attention is given to *Composition*; and *Writing* is generally of very fair or higher quality. The arduous task of superintendence is as a rule faithfully performed. Care is, however, not constantly taken to see that the children sit and hold their pens or pencils properly. With extended knowledge of the physical harm accruing from malposition, the teachers are more likely in future to insist upon correct attitudes. Slates continue to be employed here and there. One teacher condoned their use on the plea that the children were too poor to provide paper.

"*Arithmetic*.—This branch is making good progress, and good or a higher proficiency is shown in a fair number of schools; but at the same time it must be said that the instruction in several is not efficient. The junior standards are as a rule well taught, although problem work is postponed to a late period in the year. In the senior standards the inaccurate and faulty arrangement met with are probably due to insufficient practice on paper, and to neglect of regular revision. The ability to work Arithmetic neatly, accurately, and intelligently is a worthy aim in the training of the young.

"The proficiency attained in *Geography* and *History* is not very high; but evidence is forthcoming that efforts are being made to give instruction on more modern lines. Too often the interdependence of Geography and History is overlooked.

"*Singing*.—This refining branch is pretty well taught in several schools, but not many can be classed as very good. Stress has been rightly laid of late on sight and ear tests, instead of upon the singing of a few selected exercises on charts, which have been learned by heart through frequent repetition. A few of the schools in the section have won prizes at some of the public competitions for choirs.

"Excellence in *Drawing* is rare, and just as many schools might be classed as good or higher as are marked below that figure. Not much is done in the way of drawing from models, although an improvement in this respect may soon be looked for. The construction of well thought out courses of graduated lessons might result in work of more artistic quality.

"Fifty-two of the sixty-seven city schools are now equipped for instruction in *Science*. Three were provided with a grant of apparatus within the last year. Twenty-eight of the seventy-two country schools are equipped, four grants having been made during the year. The programme was again altered a couple of years ago, and among other changes it was arranged to have Hygiene taught as a part of the Science course. This seems desirable, as formerly in many cases a great deal of time was given to mere measurement. At some schools very good work is done in this branch; but individual practical work is not satisfactory, and written exercises are not often the results of the pupils' unaided efforts.

"*Laundry* was taught in 3 and *Cookery* in 48 schools by members of the school staff last winter, 4 schools taking up these practical branches for the first time. In addition, 5 schools in the section at Newtownards, one school at Holywood, and 4 schools at Donaghadee sent pupils to central classes for school children at the Technical Schools in these towns.

"The Donaghadee Technical School was inaugurated in 1913, and the four schools referred to were glad to avail themselves of an excellent opportunity, seeing that Cookery had not been introduced into three of them owing to

the small number of eligible pupils in attendance, while the girls of the fourth school had previously been taught in the kitchen of the teacher's residence.

"Cookery is popular, and the programmes are so arranged that the pupils obtain a very good training in habits of neatness and thrift.

"The accommodation at the schools is not always perfect, but the rooms specially arranged for practical instruction are on the increase.

"Considering the time available, instruction in *Needlework* is fairly efficient. Collective teaching is more usual than formerly, and attention is given to methods of holding needles and material, and of storing the work in progress.

"*Physical Education*.—Although it is generally admitted that the cultivation of the bodily powers should form an important part of the education of the children at the elementary schools, it cannot be asserted that much progress in this direction has been made. No doubt the introduction of the Swedish programme has resuscitated interest in the matter. Many city teachers have tried to fall into line, and of course the young teachers from the training colleges have gone through a series of exercises in gymnastics. Very often, however, only one lesson per week is given in the schools, while in 40 per cent. of the city schools no playground is available, and only classroom exercises are attempted. Abroad much more time and attention are given—sometimes as much as two hours a week—to this branch in the primary schools.

"The hints in the 'Notes' and in the 'Syllabus of Physical Exercises for Elementary Schools' (Board of Education) should prove useful to teachers, not only in drawing up progressive lessons, but also in directing their attention to the need for the application of measures to prevent or remedy bodily defects due sometimes to the adoption by the children of malpositions in school. In the elementary schools of Finland—said to be one of the best educated nations in the world—great stress is laid upon the pupils' carrying themselves properly when at work. It is usual to see two pictures suspended in the schoolroom, one representing a boy bending over a table with his head resting on his arm, the other depicting a graceful girl sitting upright, with the words below in each case 'Do not sit like this,' and 'Sit like this.'"

"It is customary in Denmark to discontinue gymnastics in the summer and to take swimming instead. Certain Belfast schools avail themselves of the public baths, and contingents of children are drafted there, sometimes during school hours, for bathing and learning to swim.

"*Organization*.—The country schools include 21 with three or more teachers, 31 with two teachers, 11 with a teacher and a junior assistant mistress, and 9 with one teacher. Their organization is now the official one as a rule; but in some cases the small classrooms do not lend themselves to such a scheme, and some divergence must arise. There is no doubt that where circumstances permit the union of two or more standards for Reading, Geography, and other branches, is beneficial to the teachers and the pupils.

"*Extra Branches*.—About 30 schools presented pupils for fees in Algebra during the year 1912-1913, some 16 schools were examined in Geometry, and 7 or 8 in Irish. Both the former branches were taught in several other schools, but were not put forward. The proficiency varied, and in some schools was very good indeed. Much the same numbers are taught during the present year.

"*Pupil Teachers and Monitors*.—67 monitors and 3 pupil teachers are employed, and 22 of these complete their period of service at the end of June. Their instruction is carried out with very fair success, and most of them make a pretty good examination each year. Only a few of them are former pupils of secondary schools. The test in practice of teaching at the end of the course proves that both teachers and monitors have gained by the criticism lessons. Some of the candidates show considerable confidence and resource.

"*Evening Schools*.—Only three evening schools, two in Belfast and one in the country, were in operation, and on the whole had successful sessions. The country school, for special reasons, was unable to keep open for the full term of 70 meetings. The alternative programme was not taken up in any of these schools."

Mr. MacMillan reports :—

Teachers.—I have really nothing new to state with regard to the teachers. Speaking of them as a body, I regard them as conscientious and competent, and as doing very useful work. Some amongst them have, of course, peculiar ideas on the subject of teaching, but few are utterly inefficient. I have found them anxious to improve their schools and willing to profit by suggestions offered. But I would point out once more that the services of many teachers would be more valuable and more productive of good results if they devoted increased time and thought to the careful consideration and preparation of the lessons they intend to give. I do not refer merely to the writing of notes, for much of what is submitted as preparation or notes may, perhaps, have little value. I refer to that intelligent handling of a subject during the lesson which is the outcome only of systematic reading and thinking, for without these even a skilful teacher cannot hope to impress, and consequently to benefit his pupils.

Attendance.—The district is a rural one; about six-sevenths of the schools are in the country, and the remainder in small towns. The attendance is consequently affected both by the season, and by the need of the children's labour in the fields at certain periods of the year. This need particularly affects the attendance in North Down; the land is mainly given up to tillage, and labourers are becoming so scarce that children are not only more largely kept at home to assist at farm work than formerly, but they also leave school at an earlier age.

The scholars generally strike me as healthy and well nourished; the proportion of them afflicted with weak eyesight is small. Provision for treatment of the pupils' teeth has been made in only one school, Newtownbreda; but it is obvious from casual inspection that such treatment is widely needed, and it is to be hoped that more advantage will be taken of the grant for this purpose.

Proficiency.—There has been, I believe, a steady improvement for some years in the proficiency, and the proportion of schools getting 'Good' or 'Very Good' reports have increased.

More attention is now being devoted to *Infants*. Formerly they were largely left to unpaid monitors, and one still finds an occasional case where this occurs. I do not mean that senior pupils should never be put in charge of infants; but they should be judiciously selected and made use of. The number of schools where there is either a certificated assistant or a junior assistant mistress is so great that a member of the staff is always available for the important portion of the infants' work. These youngsters are now trained to speak in sentences on simple topics; their other lessons are varied by Kindergarten occupations, story telling, etc., and thus their education is conducted on more natural lines. There is some danger, however, that while their school life is thus rendered brighter and less monotonous the amount of progress they make, especially in Reading, is regarded as a very secondary matter. If infants are promoted when but indifferently prepared much extra work will be thrown on the teacher into whose class they are promoted.

Reading is improving, and children are being taught to modulate their voices and to read with some intelligence. The monotonousness of the reading is sometimes due to diffidence on the part of teacher as well as of pupils; and there appears prevalent in parts the idea that to read with taste and due inflection of the voice is a somewhat unnatural proceeding, and one affording cause for merriment. As I have said, however, teachers are now reading in a more correct and expressive manner in their pattern passages, and I trust they will persevere. In one school in Belfast, until recently, in my district, a teacher of elocution was called in to give lessons in reading to the senior pupils. This example might be followed with advantage, where practicable.

Written English might be described as largely good. There is a good deal of very good Writing done, but it is often too slowly done, and there is much faulty holding of the pen. More care is now given to the teaching of Composition, and improvement has been effected, but there is room for much more. In many schools we do not see the original efforts of the scholars, only the corrected and re-written product appearing in the school

exercises. There is generally a waste of time entailed by this practice; if there are few errors there is no necessity for a mere transcription when the pupil might have done a new Composition; if many of the original drafts are very faulty the teaching must be at fault; and as an inspector does not see the first drafts in such cases, he does not know what the pupils can really do unless he applies a test himself. The habit of scribbling the first copy in jotters is also objectionable as tending to produce careless work and to spoil the handwriting. This practice should be postponed until the style of handwriting has been fully formed.

"The proficiency in *Arithmetic* is very variable; in many schools this subject is well taught, but considerable weakness is shown, even in schools where much time is devoted to it, and in general the results attained in this branch are somewhat disappointing. As a rule there is less time devoted to it than formerly, especially in girls' schools. More should be done, I think, at mental calculation of a suitable type, and every *Arithmetic* lesson should begin with some minutes' mental practice in questions leading up to the lesson to be given. In senior standards a half hour should be occasionally devoted to dealing with ordinary sums, and showing the readiest and neatest way of working them. Senior pupils, candidate monitors, for example, often go through an excessive amount of work in doing a sum which obviously, or at least on a brief consideration, can be solved by a much simpler method. Instead of applying a little common sense to the question, the pupil appears to ask himself by what rule he is to do the work and then he plods away mechanically.

"In *Geography*, again, the proficiency is not, I find, generally satisfactory. There are bright and shining exceptions, but too often there is an indefiniteness and an incompleteness about the children's knowledge of *Geography* that I may describe as simply painful. Even the map of Ireland is seldom well known. *Geography* has doubtless suffered in consequence of the difficulty of finding time for every subject.

"*Drawing* is a branch in which considerable progress has been made. It is not so many years since teachers often showed reluctance to venture putting a drawing copy on the blackboard. Now they regularly use the board, and show facility and skill in putting up copies, as well as in illustrating other lessons. Naturally the children have made a corresponding improvement. Object *Drawing* is becoming more common; in some schools I have seen very good work done in drawing from objects.

"The progress made in *Singing* is, of course, to an exceptional degree influenced by the personal element. A teacher with a taste for music teaches the subject well; one who is conscious of not being strong in it is satisfied with very moderate progress. While I would describe the general proficiency as good, I would say that more might be done in many schools, especially in the way of more extensive practice on the modulator, and in time and tune exercises from charts, or put on blackboard. Ear exercises are now receiving more attention.

"*History* is universally taken up; but when classes are tested in this subject it is generally found that it did not possess attractions for the pupils.

"*Nature Study* is more to their liking, and I found evidence of much interest taken in it throughout the district. Lessons in *Hygiene* are regularly given in all schools. *Experimental Science* is taught in a number of schools, including several where it does not appear very suitable; but the progress made has been limited.

"*Cookery* is now taught in nearly all suitable schools. The girls take much interest in the work, and the tidiness and cleanliness inculcated at these lessons must bear good fruit.

"*Drill* is generally practised; in a number of schools exercises after the Swedish fashion are regularly carried on, and the proficiency attained is usually creditable. There is too much readiness to have *Drill* carried on in the schoolroom, no matter how suitable the weather. On the other hand, children are sometimes taken out and suffer from cold, as the exercises are not chosen with due care.

"*Monitors*.—The answering of monitors in their final examination at Easter does not come up to what one would expect and wish to see. In this part of the country there are so many openings for boys and girls,

especially the former, that candidates very well qualified are seldom to be found. The teachers instruct their monitors regularly, and criticism lessons are given as required by the code.

Extra Branches.—The number of schools where extra branches are taught is relatively small. This is not surprising, seeing that the schools are nearly all in the country, and that the children leave school early. In about twenty-five schools instruction was given in one or both branches of Mathematics; in about half of these schools pupils were presented for fees, usually with considerable success. In nine schools Irish classes were presented for examination for fees at the end of the school year 1912-13; the progress made was fairly good.

Evening Schools.—There was but one evening school taught in this district during the Session 1912-13."

I am, Gentlemen,

Your obedient Servant,

P. J. KELLY,

Senior Inspector.

The Secretaries,

Office of National Education.

GENTLEMEN,

SLIGO,
30th June, 1914.

I beg to submit a General Report on the Schools of the Sligo Circuit.

Circuit.

The circuit includes in its area nearly the whole of the County Sligo, the greater part of the County Leitrim, and portions of the Counties of Roscommon and Mayo. But, roughly speaking, we are responsible in this circuit for the education of the children of the Counties Sligo and Leitrim, Mr. O'Connell, in charge of section A, being chiefly concerned with the County Sligo, and Mr. Thompson, in charge of section B, with the County Leitrim. The circumstances of the people of the two counties do not offer any marked differences, but as a rule Sligo is more prosperous than the neighbouring county. Our work in both is mainly connected with rural schools as there is only one large town in the whole circuit.

School Accommodation and Equipment.

As regards the school accommodation Mr. O'Connell considers that there are few unnecessary schools, while Mr. Thompson finds that as the population is dwindling there is a number of cases where the amalgamation of two or three schools would be beneficial. In such cases, however, schools cannot always be amalgamated owing to local opposition arising from causes against which educational advantages weigh but little. This question is a very difficult one. If all the schools were blotted out of existence I believe that half the number of suitably disposed houses would afford suitable accommodation for all the children. For example, the distance from Drumshambo to Ballinamore is rather less than 15 miles by the mountain road. Two miles from Drumshambo there is a school on the roadside, two miles further on there are two schools at a little distance from the road; again, two miles from these there is another, Aughacashel; then again at a short distance from the road we meet Derinkehir school, less than three miles from Aughacashel, and finally there are the Drumbibe schools two miles from Derinkehir and less than three miles from Ballinamore. In such a case it cannot be argued that these schools could not be replaced by a much smaller number. But they have been established for years, and the proposal to abolish any single school would arouse a storm of opposition that no official could overcome. This is not by any means an isolated case.

There are a few instances where overcrowding exists, but the managers are taking steps in each of the bad cases to remove the defects.

As regards the schoolhouses generally, the Sligo circuit in the past had, I fear, a bad reputation for the number of unsatisfactory buildings within its area. But it is gratifying to notice

that the present managers are alive to their responsibilities. Already within the last three years some of the worst houses have been replaced or are being replaced by good vested buildings, and applications for grants will soon be made in other cases. The process of improvement is slow, sometimes painfully slow, but it exists and it is producing results. And as the number of cabins decreases my colleagues and myself are able to concentrate our attention on the remaining cases with better chance of success. But that we are still far from perfection is evident from the fact that there are even yet from 35 to 40 houses which should be superseded by new buildings.

As a rule the vested houses are well furnished and well equipped. But they have their defects. The desks are often all of the same size, and in some houses erected at a comparatively recent period, the class-rooms are provided with galleries and not with desks suitable for the younger children. Some of the class-rooms are so small that they cannot be properly ventilated.

With reference to the taste and cleanliness of the schoolrooms and to other matters Mr. O'Connell reports :—

"The school premises are cleanly kept, and in many cases taste and neatness are exhibited. Some attempt is universally made at flower culture, either in the school grounds or in window gardens. In a few cases I have suggested the planting of a few chestnut trees to afford shade for out-door classes in very hot weather. The sanitation and heating of the schools are well attended to, and the new grants for heating and cleaning have been very useful. Some small school libraries have been established in connection with a number of the schools, but I do not think they are very largely utilised. I know of only two schools where any appliances for physical culture have been provided outside of the ordinary drill and dumb-bell exercises."

Mr. Thompson says :—

"In the majority of cases some attempt is made to keep the school grounds in order. Weeds are cut and the walks are gravelled, and the edgings trimmed. Flowers are cultivated only to a moderate extent, and experimental plots are rare. In many cases the teachers live at a distance from the school, and they do not find it possible to prevent trespass on their grounds. The consequence is that after having expended considerable time and labour in preparing the ground and planting shrubs and flowers they find one morning that stray cattle have entered during the night and destroyed the results of their labour. When this happens a few times the teacher naturally gives up the whole thing in despair.

"Window gardens as cultivated in this district are not a great success, though the attempt to grow geraniums is general.

"The schoolrooms are as a rule kept fairly clean and tidy, and since the grant towards whitewashing, etc., has become available, one seldom finds a school which has the neglected appearance which formerly characterized the school buildings.

"Heating is well attended to, and the means provided for ventilating the rooms, though often inadequate, is generally made use of regularly.

"School libraries are few, and special appliances for physical culture are rarely met with."

I have observed several instances of the destruction referred to by Mr. Thompson. Looking back, I think that perhaps we might have done more to encourage what may be termed the external decoration of the schools, but in this circuit, where so much was

needed to have the children decently housed, the more ornamental aspect of the case was apt to escape our attention. As a general rule the internal appearance of the rooms affords evidence of care and taste on the part of the teachers. The houses are generally fairly heated and ventilated, but in some instances the sanitary arrangements are not at all perfect.

Teachers.

I have now to deal with the most important part of my report, viz., the character and ability of the teachers. I shall first quote the views of my colleagues. Mr. O'Connell says:—

"The teachers are a hard working and respectable body of public servants, and they discharge their duties with exemplary fidelity, and on the whole with much success. They are anxious to comply with the requirements of the Commissioners, and in many cases they put themselves to considerable inconvenience and expense in attending Saturday classes in Sligo in Cookery, Drawing, and Science. Their teaching 'Notes' show evidence of preparation for work, but I am not in a position to express an opinion as to the extent to which they practise further home study."

Mr. Thompson states:—

"There are few teachers in the district who have not a very fair knowledge of the subjects which they are now required to teach. Many young teachers, too, have been appointed recently who have a good knowledge of the newer subjects. These young teachers are too often unskilful, but they are, as a rule, very eager to improve themselves, and they make up for want of experience in freshness of knowledge and enthusiasm."

"The preparation of weekly syllabuses and Progress Records is universal, and in many cases useful notes of daily lessons are made out systematically."

I find myself in general agreement with my colleagues. In any large body of men and women such as our teachers there must be some who will discharge their duties in a very perfunctory manner and who are quite satisfied so long as they can just escape censure. That there are such in this circuit cannot be denied, but I am glad to say they form a small minority of the whole body. The great majority are, as Mr. O'Connell says, a hardworking respectable body of public servants anxious to improve themselves in skill and to become acquainted with the best methods available. Their conduct in school and out of school is exemplary, and they exercise an influence for good on the localities in which they are placed. In the last ten years there have been many changes in the staffs, and in consequence the schools are now in the charge of fresh, energetic, and, as a rule, capable teachers. I do not mean that when we parted with the old teachers all was gain. Some of these were amongst the best in the land. But youth is a great asset, and while the honours of the circuit are now mainly in the possession of the middle-aged teachers, the younger generation are coming on and there is, I believe, good material amongst them.

Attendance and Health of Pupils.

The great hindrance to progress in this part of the country is the irregular attendance of the pupils. Unsatisfactory in Sligo,

the attendance in parts of Leitrim is deplorably irregular. Many a time on a fine summer day in passing from one school to another in this county I have been saddened by the sight of respectable looking, well dressed boys sauntering along the roads, aimlessly busy in doing nothing. They have no excuse, no reason for their absence from school—nothing but pure idleness on their part and gross and culpable negligence on the part of their parents. And be it remarked this will be seen in the neighbourhood of good schools as well as in districts where the less efficient are to be found. The problem of dealing with the irregular attenders is a very perplexing and disagreeable duty to many teachers. It is to their credit that they are able to show progress in their schools when they receive so little support from their neighbours.

The children come to school about the age of four years, and they usually leave at about the ages of 14 or 15 years. As a rule their health is good and their eyesight is keen. Diseased teeth are not uncommon, and it has been found impracticable to form any general schemes for dental treatment. On these points Mr. O'Connell says that while the children are on the whole healthy, he has met with delicate-looking children occasionally, and he has also seen some cases of weak eyesight. Mr. Thompson thinks that the general health of the children is good, but the County Leitrim suffers from epidemics of measles and scarlatina. He has noticed very few cases of bad eyesight amongst the pupils.

In some divisions of the circuit the inhabitants are very poor, and to eke out a livelihood the men migrate to England and Scotland to work on the farms there during the summer and autumn months. The home labour, therefore, devolves on the boys and girls, and we have many cases of winter pupils—that is pupils who attend school in the winter months and work in summer. This irregular attendance cannot be avoided, but it is becoming less marked as the circumstances of the people are gradually improving—a happy state of affairs mainly due to the work of the Congested Districts Board. The irregularity is still greatly felt, however, and in addition to the negligence referred to, it constitutes a bar to progress.

Proficiency.

The proficiency is satisfactory in the majority of the schools. The Connaught children are intelligent, and if only they were more regular in their attendance I believe that the circuit would show a very creditable record for good work. But when half the children are often absent it is evident that the most energetic teacher must find his efforts thwarted and the progress slow. It is a great pity, for the Connaught boys are good humoured, docile and easily taught. With their natural intelligence, their vivacity and the cheerful alacrity with which they obey their teachers when they do favour the schools with their attendance, they would go far if they applied themselves seriously to the work in hand. But carelessness is their besetting sin. The brightest boy is very glad when the most flimsy excuse keeps him away

from school, and he will return smiling and contented although a fortnight has been lost and the anxious care devoted to him by his harassed teacher is utterly wasted.

In one respect I think we may claim much credit for our teachers in this circuit. The character of the oral answering is generally satisfactory. The children are able to express their ideas in good language, clearly and without hesitation, and this training in oral expression is a very valuable feature of the school work.

The written exercises are fairly good, but we have too often to repeat the same suggestion over and over again, viz., that if the work is to be satisfactory the exercises must be revised by the teacher and corrected by the pupils. One would think that this suggestion would be uncalled for, and yet the necessity for making it often exists.

Of the newer subjects *Cookery* is the most popular and I believe the most useful. Besides affording the children an opportunity of becoming acquainted with a very necessary art, the introduction of this subject tends to inculcate lessons of neatness and cleanliness which are surely producing a marked effect. It may be a case of *post hoc ergo propter hoc*, but certainly coincident with the rise and development of this branch there has been a noticeable and undeniable change for the better in the neatness and taste displayed by the girls of our schools.

Elementary Science shows no advance. No subject depends so much for its success on the regular attendance of the pupils. Consequently so long as the attendance remains so irregular as at present there is no future for the subject in this circuit as regards a great many of the country schools.

With respect to the proficiency Mr. O'Connell notes:—

The proficiency generally may be considered satisfactory. The infants receive a good deal of attention—they are trained to speak correctly and their school life is brightened by suitable stories and other infant occupations. With the senior pupils Reading and Composition may be regarded as satisfactory. In fact, good progress is being made in English, oral and written. Arithmetic is the least successfully taught of the important school subjects, and this remark is true as regards theory and practice. *Cookery* is very extensively taught, and the returns furnished to me show that the instruction has been very satisfactory. Singing and Drawing are making satisfactory progress."

In Mr. Thompson's opinion—

"The proficiency of the pupils varies with the school. In the schools marked 'Good,' 'Very Good,' or 'Excellent,' the pupils show satisfactory proficiency in most of the subjects of the programme, and their training in good habits is well attended to.

"In all schools in which a junior mistress is employed special attention is being paid to the teaching and training of infants. As a rule these little pupils are now kept usefully employed throughout the day. Kindergarten is not taught to any large extent outside the Convent and Monastery schools, but paper folding, stick laying, bead threading, and plasticine work are everywhere employed in the teaching and training of the pupils. As a rule the infants look happy, and are free from the deadly dullness which arises from being required to sit idle for long periods, a state which still obtains in the majority of single-teacher schools."

Organization.

The organization of the schools does not call for lengthened comment. The grouping system is now well established, and very few teachers would care to fall back on the old separate class system. This change in the organization and the more general employment of a second teacher in the schools tend to make the instruction more successful.

Training of Monitors and Pupil Teachers.

Throughout the circuit the monitors are few in number, and few candidates, except in the town of Sligo, offer themselves for the post. The teachers do not seem to care to have monitors now. The training of monitors adds to the work and worry of teachers, and unless the candidates are well qualified at the start and also studious, it is difficult to have them well prepared for the King's Scholarship examination in three years. Where monitors are employed they are effectively trained, and the teachers comply with the regulations both as regards ordinary and criticism lessons.

Optional or Extra Branches.

As regards extra branches I cannot report much progress. *Irish* receives a good deal of encouragement from managers and others interested in education, but the instruction both in *Irish* and *Mathematics*, Mr. O'Connell finds, tends to become more restricted and not more satisfactory. In Mr. Thompson's section *Mathematics* is taught in 40 schools and *Irish* in 37.

Three schools in the circuit have taken up the new scheme of *School Gardening*, and so far with very satisfactory results both as regards the crops and the interest and knowledge of the pupils in their growth and management.

Evening Schools.

As my colleagues have the entire charge of the Evening Schools I quote their remarks.

Mr. O'Connell:—

Grants were given to fourteen evening schools in Section A, during the past session, and two others started but ceased operations after some ten or fifteen meetings.

"These evening schools were well attended, and the instruction was satisfactory and beneficial to the pupils."

Mr. Thompson:—

"There were 17 evening schools in operation in Section B, during the year. The subjects taught were English, Arithmetic, History, Book-keeping, and Elementary Science. The progress made by the pupils was in most cases satisfactory, and the attendance was generally good. In one case the school had to be discontinued owing to bad attendance, and in another case the teacher's health broke down, and the school had to be closed."

In conclusion, while perfection has not been reached, an honest effort towards improvement has been made by many of our teachers. For our part it is to be hoped that we, the inspectors, do not stand in need of R. L. Stevenson's warning, "We can all be angry with our neighbour; what we want is to be shown, not his defects, of which we are too conscious, but his merits, to which we are too blind."

I am, Gentlemen,

Your obedient Servant,

E. S. CROMIE,

Senior Inspector.

The Secretaries,

Education Office.

WESTPORT,

August, 1914.

GENTLEMEN,

In accordance with your instructions I beg to submit the following report on the Castlebar Circuit for the past school year.

Circuit.

The circuit practically coincides with County Mayo, though it also includes portions of Sligo, to the north-east of Ballina, and the northern part of Connemara, in Galway. In the latter region, and in the adjoining part of Mayo, the country is mountainous, the population is sparse, and the schools are far apart. A large tract in the north-west of Mayo, comprising the barony of Erris, also consists of mountain and bog. The remainder of the circuit is comparatively low-lying and populous, and the schools are numerous. There is, however, little good land, except in the south-east, and it is usual to see scanty crops growing on the black soil characteristic of partially-reclaimed bog.

The natural wealth of the soil is small compared with other parts of Ireland; and the average valuation per head of the population is only £1 12s., as compared with £3 12s. for the whole of Ireland. Even in the adjoining counties of Sligo and Galway the average valuation is £1 higher than in Mayo.

It is not strange that in former years, when an uneconomic system of land tenure obtained, the people of Mayo were in a state of extreme poverty and the struggle for existence was too acute to permit due attention being paid to education. The social and educational growth of the people had been, however, only checked, not permanently blighted; and with the removal of the most obvious obstacles to progress by the legislation of the last twenty years, a general revival has set in over the greater part of the county. A few places have not yet had an opportunity of sharing in the general improvement, and the conditions of life in these places show much squalor and poverty. In the large island of Achill, for example, with a population of over 5,000, civilization exists only on the mental side; for the material conditions generally considered essential for civilization are almost wholly wanting in this picturesque but barren and storm-swept region.

The population of the circuit is nearly 200,000, and about 400 schools are available for education. The fact that many of the adult population are illiterate is to be attributed rather to the keenness of the struggle for the means of subsistence in former years than to the want of educational facilities. Even at the present day it can be seen that a large number of the children in Achill and other places will be illiterate in after-life; for a large amount of home work devolves on them when their parents go to England and Scotland as migratory labourers to earn the means of livelihood which cannot be secured at home. The

effect of the improved economic condition in general is, however, shown by the fact that during the test week selected by the Census Commissioners the number of children attending school had increased by 11 per cent., as compared with the number for the corresponding week in 1901, though the population had decreased by $3\frac{1}{2}$ per cent. in the same period. The percentage of illiterate persons, calculated on the same basis as in 1891, shows a gratifying decline from 32 to 20·7.

Attendance and Health of Pupils.

It must always be borne in mind that, except in Ballina and Castlebar, attendance at school is wholly voluntary in County Mayo, and is maintained partly by the attractiveness of the school life and partly by the people's sense of duty towards their children. These influences, though they have become more effective in recent years, soon reach the limit of their power, beyond which they effect no further improvement, and this limit is at a lower point than could be desired. Moreover, it is obvious that such influences will have far less effect on some people than on others; and that the children of people who attach little importance to education will be automatically deprived of the greater portion of the education which is their due, not owing to poverty, but owing to the peculiar opinions of their parents. There are two main sources of weakness in the attendance:— Firstly, ordinary irregularity, which in extreme cases is carried so far that the majority of the children fail to make one hundred attendances during the year; and, secondly, the permanent removal of children from school at an early age. Some parents consider their children's education to be completed when they have reached the first or second standard, and unless the manager or teacher can convince them of their error, they act on this opinion. In making these criticisms I do not refer to those very poor localities where the educational injustice inflicted on the children is due to the necessities and not to the folly or selfishness of their parents.

The need for some form of compulsory attendance is much felt; but I would not recommend for Mayo a rigid and uniform rule on this point. Managers and others who have an intimate knowledge of their localities could frame regulations, which, without pressing unduly on any section of the people, would secure for all the children at least sufficient schooling to save them from illiteracy, and magistrates would not feel themselves prevented by humane motives from enforcing such regulations.

The children suffer from epidemics from time to time, but their health is in general good. This is probably due to the climate; for though the Mayo people pay little attention to the latest hygienic theories, their death-rate is one of the lowest in Ireland. The long school hours must put a great strain on the children, for, as Mr. Dale says:—

" They come from comparatively poor homes; in many cases they bring no luncheon, and they frequently remain at school until half-past three.

. . . It is to be feared that the continuance of this for seven or eight years in the life of each child will eventually affect the physique and stamina of the nation very seriously "

This matter of unduly long school hours is one which has received far too little public attention, and I would like to see a rule made that every school should close at 2.30. The Programme is too extensive for localities where the children attend badly, and the addition of Irish has made it considerably heavier. We find the anomaly that children who attend school badly are in many cases required to do much more work than the children in those towns where Irish is not taught, and where regularity of attendance is enforced by law. Under these circumstances an undue lengthening of the school hours is unavoidable, and the physical strength of the under-fed children is exposed to strain. Moreover, the Irish language is injured by such arrangements, for children who are forced to learn it as a penal task cannot be expected to regard it with favour.

School Accommodation.

The school accommodation is, in general, sufficient, and there are now few cases where a further reduction in the number of schools by amalgamation is desirable. There are, indeed, some localities in which the number of schools is larger than necessary, but to reduce the number it would be necessary to build new schools in more central positions, and no use could be made of the old houses. The school accommodation in Ballina is unsatisfactory.

Mr. Fenton, who is in charge of the southern section of the circuit, considers his section to have a sufficient number of schools, except in two localities near Leenane. In these localities the number of children is too small to warrant a grant for a vested school, and the efforts which have been made during the last four years to arrange a van service to bring the children to the nearest schools have met with no success. Though there are not sufficient children in these places to warrant the erection of a costly modern school-house, it seems to me that they have in equity a claim for some building grant, in proportion to their numbers; and this grant would be sufficient to erect a modest building of wood and corrugated iron similar to those erected by the Congested Districts Board for lace schools. One would not suggest a building of this kind to be made a type of Irish school-houses, but it would provide for small communities a cheap and comfortable school-room when no other arrangement can be made to secure educational facilities for the children.

Mr. Fenton calls attention to a serious fault in the older style of school-house :—

"It is exceedingly desirable to enlarge the small class-rooms of schools built about twenty-two years ago, for it is next to impossible to organize these schools properly. They are all two-teacher schools, and three-quarters of the pupils are accommodated in the main room and the remainder in the class-room."

This improvement is obviously needed, and it could be carried out without interfering with the main walls of the house.

He also considers that the new style of school-house

"Is very well suited to the inland sheltered districts, but the house is too high for the exposed areas beside the Western Ocean. It is desirable that the surrounding walls of playgrounds should be built higher than at present in these exposed situations."

In several instances defects in workmanship of a more or less serious character are to be found in these new houses; and the fire-places intended for burning turf are badly designed.

Mr. Dale reports of the northern section :—

"There is as yet little criticism of the new vested schools, as they are greatly superior to the unsuitable buildings which they replace, but they are not well suited to oral teaching. At oral lessons the pupils all sit in desks on the same level, and the pupils in back desks are to some extent hidden from the teacher by the more fortunate children in front, and great difficulty is found in making the lessons effective. It is obvious that if each row of desks were six inches higher than the row immediately in front of it, supervision during written lessons would be facilitated; and oral teaching would be conducted in conditions more favourable to efficiency than at present."

Mr. Dale reports :—

"There is considerable improvement in regard to cleanliness since the previous General Report."

In the southern section, also, a reasonable effort is made to keep the schools clean, but Mr. Fenton is not satisfied with the condition of the playgrounds. He says :—

"The playgrounds, as a rule, present a neglected appearance. The growth of flowers and shrubs is generally impracticable in view of the fact that the surrounding walls are not high enough to keep out the athletic mountain sheep and goats."

There is no doubt that the depredations of intruders of various kinds are a serious obstacle to the cultivation of flowers; but not a few teachers with a taste for gardening have managed to overcome these difficulties; and most of those who have not been fortunate enough to do so try to compensate for the loss by arranging window gardens.

It is interesting to observe that the modern tendency to relieve the bareness of the school-room walls by a few simple decorations has not escaped the notice of the lynx-eyed advertiser, who sends pictures of his wares, more or less artistic, to embellish our white-washed walls. As a rule, these advertisements are quite unobjectionable, and are sometimes of educational value; but one class, and the most persistent class, of advertiser must be considered an intruder in a national school. I refer to the emigration agent, whose advertisements, adorned by attractive pictures of doubtful veracity and descriptions of the fertile land awaiting the young emigrant, are sent to our schools with a

regularity which suggests that the advertiser must be convinced his expenditure in helping to decorate Irish school-rooms is not lost. I call attention to this matter, for I am far from satisfied with the success of my own efforts to convince managers and teachers of the most undoubted patriotism that such advertisements are out of place in the national schools of a country, which has, in the opinion of many, contributed more than its share of emigrants for the benefit of other countries.

Teachers.

In so large a body (nearly 800) as the teachers of a whole circuit every degree of merit, from the highest to the lowest, may be found; but it is safe to say that the representatives of the former greatly outnumber those of the latter class, and that in regard to fundamental points at least the great bulk of the teachers are satisfactory.

Mr. Dale says:—

"Some teachers in this circuit have been unwearied in their efforts to give these pupils (the seniors) a training suitable to their age and talents, but the want of continuation schools for them is a great drawback to the National system of education. This want is most acutely felt in Mayo, not by the people generally, for their outlook is not sufficiently wide, but by those who have studied the matter."

He mentions in particular the teachers of three girls' schools near Kiltimagh who make these special efforts for the benefit of their pupils.

Mr. Fenton says:—

"The teachers are, with few exceptions, hard-working and reasonably successful. They give a good example of punctuality and regularity to the pupils, and it is exceedingly rare to find a teacher arriving at school after 9.30 o'clock. They are not, as a rule, good students, and the poor character of the work sometimes met with is often due to a neglect of sustained reading on the part of the teacher. A young teacher fresh from training should not be employed in a school in charge of an unskilful principal, for the assistant in such cases often acquires unconsciously the routine and mechanical methods of the more experienced teacher."

There is a danger that the routine virtues of industry, regularity and punctuality, which are necessary for success in any walk of life, may receive undue prominence, and that the quality of the teacher's work may not be considered as much as it ought. We all tend to judge men by some such standard in regard to work which is not familiar to ourselves, and even school managers sometimes judge teachers in this mechanical way. The absence of intellectual interest in many teachers, to which Mr. Fenton refers, is much to be regretted, though most people would consider it an unimportant matter; and it is to be hoped that mere respectable mediocrity will never be considered by the Irish people as a sufficient qualification for recognition in the first rank of the teaching profession.

Mr. Dale observes continued improvement in the teaching. He states :—

"The teaching of infants continues to improve. The environment of children is taken into account by teachers, and an appeal is made to the experience of the pupils. I observed one day in early spring a fine crayon drawing of a snowdrop suspended on the wall, in a small one-teacher school (Mariners' N.S., Enniscroue). This had been done in connection with the object lesson for the week, and I found that each child had made a reasonably good crayon drawing of the flower as a sequel to the object lesson. A few years ago this would not have been attempted in a one-teacher school, but such experiences are common now. The school training gives children a more varied outlook than formerly: education is not all book work now: children are encouraged to look at things, to observe change and growth, and to record what they observe."

Mr. Fenton has similar views, and adds :—

"Many of the junior assistant mistresses are very efficient, and all the young teachers are acquainted with kindergarten methods. It interests the small boy to be required to speak a simple, homely sentence, and to be afterwards taught the same sentence on the black-board."

The success of these young and untrained teachers is, no doubt, largely due to the simple and realistic methods of teaching shown to them by the Organizers, to their fresh commonsense, and to the absence of that profundity which sometimes follows an initiation into the higher mysteries of pedagogy.

Proficiency.

In speaking of the results achieved in the various subjects of the Programme I shall mention only a few salient features.

Oral English is generally well taught; but the poor character of the matter in many of the class-books used causes the child to spend a good deal of time at work of small educational value. Moreover, though some of the lessons are unduly trivial, others are difficult and puzzling to an extraordinary degree. We find lessons on scientific subjects treated in an abstract and bookish manner, which is totally at variance with the method the teacher is expected to follow when he himself tries to teach science. These lessons are often above the comprehension of the average teacher, and can only cause him useless worry.

Lessons on the applications of science are certainly good for young and old if they are written with sufficient clearness, and are self-explanatory to an ordinary man; and I do not think it is asking too much of our publishers that their lessons on such matters should at least have the interest and clearness which would be required in the pages of a popular magazine.

It is also desirable that the poetry contained in these books should be of a more cheerful character.

The story-books are generally more suitable, and in many schools the senior standards study works of real merit.

Mr. Dale gives an interesting account of the advance made in the teaching of Reading :—

"No branch of education has improved so much as the teaching of Oral English. On the 7th of March this year I visited a school, the only one in this section in which the old Results' System of Reading remains. There was the same unnatural tone of voice, the same lack of proper

emphasis or grouping of words, and, above all, the quickening of the pace towards the end of the lesson, until the child (who was in first standard) finished the lesson in a high key, and almost breathless. I remember distinctly that this was the kind of training I myself received at a National school; and, mingled with regret at my own lack of opportunities, I have the feeling of gratification that the terrible dreariness of school life which characterised many schools in the Results' period has passed away."

He adds, however, that—

"Sometimes the Readers chosen by managers and teachers are feeble and uninteresting."

I have referred to this matter above.

Mr. Fenton mentions that—

"Composition has not improved to the same degree as Oral English. In many cases it is examined rather than taught."

This lack of clear and positive teaching of Composition is common; and I think it partly due to the well-intentioned but misguided "aids" supplied by educational journals, which render a real mental effort on the teacher's part unnecessary.

Speaking of *Arithmetic*, Mr. Fenton says:—

"The subject is well taught, especially in the junior standards. Senior pupils often show up badly at an examination, owing to the fact that the fundamental principles are not thoroughly explained, and to the tendency to hurry on to the more difficult sums."

However low the educational value of examinations may be, it is obvious that a person who cannot work ordinary examination tests with ease has not a practically useful knowledge of *Arithmetic*; and, further, that the mental discipline of *Arithmetic* is missed where accuracy has not been secured. The weakness indicated by Mr. Fenton is, I think, common in other parts of Ireland as well as in Mayo, and one of the next steps to improve education ought to be to remove this fault. The fact that this weakness is found chiefly in the senior standards, where concrete or realistic teaching of *Arithmetic* is little practised, indicates the direction in which we should look for the cure.

In general, it may be said that good progress has been made in English and *Arithmetic*, and (which is more important) that the possibility of considerable further development is apparent. *Needlework* and *Cookery* also are successfully taught, but it would not be wise to attempt more than practical and simple courses in these branches. In the other subjects, *e.g.*, *Drill*, *Drawing*, *Geography*, *Science* and *Languages*, the limit to which they can be successfully carried in primary schools seems to be reached at an early stage, and nothing is gained by trying to increase the scope of these subjects beyond what the teacher can accomplish without undue effort.

Manual Instruction has an interesting place in the curriculum. It is confined to junior standards, and the courses are both simple and unambitious, so that its scope has a very narrow limit indeed. At first sight it may be thought that the work is of little value, and this view would be correct in regard to the training in manual dexterity; but the instruction has a secondary result of considerable value in furthering the modern tendency to make

the instruction of young children more realistic (a tendency which has led to very good results in several branches), and by putting before the child something precise and definite, which he can understand. This stimulates him to try to understand other things also.

Science is still an exotic in Mayo, and it does not seem likely to be naturalized in the near future. It might become a more vigorous plant if there were less tedium and more striking features in the method of teaching it.

Merit Marks of Schools.

The awarding of "Merit Marks" to the schools is a matter to which a great deal of public attention has been directed recently, and a few words on this topic may not be out of place. The following table will show at a glance the percentage of schools in the circuit to which each of the Merit Marks was awarded in 1913-14 :—

<i>V.G. or Excellent.</i>	<i>Good.</i>	<i>Fair.</i>	<i>Middling or Bad.</i>
20.7	48.8	28.9	1.4.

Comparing these figures with those of four years ago, it will be found that the schools getting the highest mark have increased from 43 to 84, and those getting "good" from 178 to 198. The change has been gradual and steady, and has corresponded with an improvement in the schools and an increased appreciation of the school work by the people, as is evidenced by the increased attendance. In no less than forty-two schools the attendance has increased sufficiently during the last five years to permit of the appointment of an additional assistant, and in twenty-seven others the increase has been enough to secure the appointment of a junior assistant mistress. This is a very satisfactory improvement, and an obvious benefit not only for the rising generation, but also for the teachers, who have so many additional appointments open to them.

I wish to call special attention to these matters, for an attempt was made last year when the Viceregal Committee was making its inquiries to show that my colleagues and myself were considerably stricter than other inspectors, and we were not allowed to place the actual facts before the Committee. I have said enough to show how cautious the public ought to be in regard to criticisms of administration made by people who are unable to grasp the essential points of the matter they discuss.

But caution is no less necessary in regard to favourable than in regard to unfavourable criticism; and if the public were to infer that, because we describe 70 per cent. as "good" or "very good," the education is quite satisfactory in this large number of schools, or that 70 per cent. of the pupils are getting a satisfactory education, such inference would be misleading, for a detailed inquiry would show that a large percentage of the pupils (possibly as high as 70 per cent.) do not get a satisfactory education for reasons which cannot be taken

into account when assigning marks on which the teachers' emoluments depend. Indeed, the Ecclesiastical Examiner for the Diocese of Achonry refers to this point in his report in explanation of the apparently greater strictness of his judgments on the schools compared with ours. These reasons may be summarised as "local circumstances," which in contrast with the practice under the Results' System have become an important feature in determining the mark. The most important of these is the irregularity of attendance in many localities to which I have referred above. Another, is the poverty of certain localities, which is taken into account on the assumption that very poor children cannot be expected to learn as much as their more fortunate fellows. It is easy, however, to over-estimate the difficulties of teaching such children, and I find that half the schools I have recommended for the Carlisle and Blake Premium, where only educational results are taken into account, are in the very poorest localities. Possibly the strenuous efforts required to secure mere existence in such places find their counterpart in more than average mental effort in the school. Again, an inspector's judgment is unavoidably influenced by the knowledge that the teacher's income may be affected to a considerable extent by the mark assigned, and the total of his higher marks would not agree with his impartial opinion of the circuit as a whole.

This tendency to regard the absence of obvious faults as sufficient proof of positive merit is known to managers, one of whom, a gentleman well known for his pungent wit, compared it to Horace's description of the favour shown to the dull but industrious poet :—

"Vitavi denique culpam,
Non laudem merui."

Monitors and Pupil Teachers.

The monitors and pupil teachers are generally well trained, but they are only moderately successful in securing admission to the Training Colleges. In the Results Period, when the teacher's chief business was to prepare pupils for a yearly examination, his candidates could compete on fairly equal terms with those of the professional "grinder," but now the teacher has less practice and less skill in studying examination tactics, so his candidates are at a disadvantage in the competition.

Evening Schools.

The evening schools do fair work as a rule, but they are too few in number to be regarded as an important branch of Irish education.

I am, Gentlemen,

Your obedient servant,

J. S. CUSSEN.

The Secretaries.

ATHLONE,

GENTLEMEN,

11th July, 1914.

In compliance with your instructions, I beg to submit my fourth general report on the Athlone Circuit.

Circuit.

My last report was furnished in 1912, and, since then, the circuit has remained unaltered in extent. It comprises the whole of County Longford, very nearly the whole of Roscommon, a considerable portion of Westmeath, and small parts of Leitrim, Mayo, and Galway.

School Accommodation and Equipment.

In the circuit as a whole, the school supply meets the requirements. There are 388 schools in operation, of which 20 are in my special charge, and 187 and 181, respectively, in the charge of my colleagues, Messrs. Shannon and Headen. In a district in which the population is declining, there is naturally small demand for new schools. The number, in fact, is decreasing, but at so slow a rate that it may be almost described as stationary.

Some of the buildings are rather antiquated, and not too well furnished, but taken as a whole they represent a fairly high standard. Five new schoolhouses have been recently built, grants have been sanctioned in eleven cases, and applications have been made, or have been approved of, in four more, to replace unsuitable structures.

With a few exceptions in which there is overcrowding, the school-rooms have ample accommodation, so far as regards space, for the children in attendance.

The sanitary state of the school premises and the arrangements for the comfort of the pupils continue to receive careful attention. The majority of the rooms are nicely kept, especially those under mistresses. There is a progressive tendency to brighten the walls by means of pictures, and in most cases some attempt is made at the cultivation of plants and flowers, chiefly in boxes or pots in the windows. Attention to cleanliness is more apparent, scrubbing of floors is now fairly frequent, while door-mats and boot-scrapers are provided as aids towards maintaining the floors in a slightly condition. The refining effect is very great, and the character of the discipline improves with the neatness, tastefulness, and general brightness of the rooms and their equipment. Only the newer buildings are fitted up with lavatories, but most are furnished with substitutes in the shape of basins, while an increasing number have, in addition, wash-stands with towel-rails usually placed in the porch or corner of the room.

In many cases there is need for better cloakroom accommodation. The unpleasant and injurious results of having wet

shawls, cloaks, etc., piled over each other in window sills or hanging in heaps on the walls of an ill-ventilated porch scarcely need to be pointed out. An improvement is to be noted in the construction and keeping of the out-offices which, without strict supervision, may become not only sources of physical danger, but also tend to lower the whole moral tone of the school.

A library is an indispensable adjunct to school equipment, alike for home reading and silent reading in class, both of which foster the reading habit with all the intellectual and moral benefits which accrue from it. I regret to say, however, that relatively few of the schools in this circuit are provided with this valuable aid to progress.

Little headway, too, has been made in improving the arrangements for physical culture. Too frequently it is confounded with drill. Exercises should be selected that have a definite end in view, and a sufficient amount of time should be allotted to them. The children have a healthy appearance and excellent physique, but the need for improved carriage and bearing is obvious.

On the question of school accommodation in the Roscommon section, Mr. Shannon observes:—

"With the exception of a number of adjoining boys' and girls' schools, scarcely any of the schools at present in operation can be described as unnecessary. The question of superseding nine of the present buildings (Mount Plunkett, St. John's, Ballymurry, Knockroghery, Highlake Monastery, Bunnamoat, Callow, De Freyne B. and (L.) by four large schools centrally situated has been considered from time to time; but the project was found to be impracticable, owing to the distances a number of the children would have to travel to the proposed sites. The schools may then be said to be in the most convenient positions for the present distribution of the population.

"Since the last general report was written the Congested Districts Board has steadily proceeded with the work of dividing large tracts of more or less unoccupied grazing land into economic holdings, and settling down tenants thereon. So far, these beneficent operations have not given rise to any need for re-adjusting the school supply. Nearly all the holdings have been given to tenants or herds residing in the neighbourhood of the unoccupied land, and the result has been simply a more uniform distribution of the present population. Very few 'migrants' have been given land, but when the needs of the existing tenants have been supplied it will be necessary to call in outsiders, and this should, of course, cause an increase in the population. Up to the present this important economic change has apparently had no other result except to counterbalance the drain caused by emigration and to keep the school-going population fairly steady.

"The improvement in the accommodation noted in the last general report still continues, though it is not so marked as for the period 1910-12. Of the 187 schools in the Section, nineteen have been reported as generally unsatisfactory. These will all be superseded at no distant date by new buildings. One new school is ready for occupation, two are nearly finished, while grants have been sanctioned in nine cases, and building operations have commenced in nearly all of these. In the other cases the managers have signified their intention to apply for grants as soon as suitable sites can be procured.

"With regard to furniture and equipment, no change is to be noted except that in some cases new desks of a better type have been procured, and that the equipment for Kindergarten, Manual Instruction, and Elementary Science is more ample.

"There are very few cases in which the schoolrooms are not kept with at least a fair amount of taste. The same remark does not apply to the

grounds, although there is some improvement in this respect. The highest standard as regards taste is to be found in the barren country in the North-Western portion of the Circuit, where the window gardens, the garden plots, the cleanliness, tidiness, and decoration of the schoolrooms leave little to be desired. It were invidious to select any locality by way of contrast.

"In a few of the larger schools there are small libraries, and in a limited number of the others attempts have been made to supply the want. Where nothing better can be done, I recommend that specimen copies of high class geographical and historical readers that have been received from the publishers, as well as story books and standard works that have already been in use, be put together and utilised for the purpose of developing a taste for reading for its own sake."

With reference to the eastern section, Mr. Headen says:—

"Accommodation is required in Ballinacilly, near Auburn, where a vested school is in course of erection. At Cullyfad. (Rhyne, Longford) a new school, practically completed, has replaced a very unsuitable building. At Ratenagh, near Strokestown, a neat new schoolhouse is for some time in use. Progress has been made in connexion with a new school at Clonbroney, to replace Castlebrock and the existing school at Clonbroney, both most unsuitable buildings. Enlargements have been made at Soran, Ennybegs, and Doocoe, all situated in the parish of Killoe. The enlargement of Ennybegs and Soran will obviate the need for Esker boys' and girls' schools, which will presumably lapse. The abolition of some small schools (Sonna, Carrickboy, Glasson Infants) and the substitution of a van service to convey the pupils to other schools under similar management has been under consideration, but no change has yet been made. Generally speaking, sufficient accommodation is provided in nearly all the schools, and in almost every locality in the Section.

"The condition of the schoolhouses and premises is generally good. They are nicely kept, the exteriors being now regularly limewashed. Flowers are cultivated, and the approaches well looked after. The interiors, as a rule, are bright and neat, and the walls are so decorated with pictures, nature-study charts, and children's own work as to contribute effectively to the pupils' educational environment. Garden plots have been in many cases successfully cultivated, and seem to be popular with both pupils and teachers.

"The sanitary arrangements are in nearly all cases satisfactory. In a few instances the out-offices are rather too near the main buildings. In one or two cases where proper facilities do not exist new schoolhouses are to be erected.

"School libraries are to be found in a few schools. Appliances for physical culture are rather rare, being mostly confined to Convent schools and a few others.

Teachers.

The teachers are, taken as whole, zealous, skilful and energetic. Faults in methods of instruction and organization, of course, occur, but I have seldom observed any signs of carelessness or inattention. They have always been ready, so far as lay in their power, to accept and carry out suggestions, and are most anxious to attend classes in cookery and laundry, kindergarden, science, and drawing whenever the opportunity is afforded them. They work hard in school, but I am afraid they get from parents only moderate encouragement to cheer them on their way, and their labours are not generally recognised by the people who should thank them most.

Preparation for work is regularly made. As a rule, syllabuses (weekly or daily) and the records of periodic examinations are

thoroughly and honestly kept. Some teachers do not yet take as full advantage as they might of recent changes in the system. They toil too much on the old lines, and aim rather at the attainment of mechanical accuracy in a limited and narrow groove than at developing the thinking powers of the pupils. The terminal examinations held by such teachers are too easy for the better half of the class; and fail to distinguish forward or able scholars fit for promotion, and do not encourage emulation. On the other hand, an increasing number succeed in developing the intelligence of their pupils in all directions, form and strengthen the character, and assist both boys and girls, according to their different needs, to fit themselves for the work of life, and to become upright and useful members of the community in which they live. Mr. Shannon writes on this head as follows:—

"The great majority of the teachers display much interest in their work, and show themselves anxious to improve in skill and competency. Preparation of at least an ordinary routine character is almost universal. There might, however, be evidence of wider reading, especially in the case of such subjects as History, Geography, Health and Habits, and Nature Study. One fault to be found at times with the preparation notes is that they are vague and have not a direct practical bearing on the work of any particular day or week. Home lessons are now more judiciously planned and selected than heretofore, but there might often be more evidence of preparation in this important particular. What used to be known as 'tasks,' however, are now very seldom given, and, on the whole, it may be said that the mental training the pupils receive continues to improve, and that the school life is rendered at once brighter and more profitable thereby. They are certainly playful, as all healthy children should be, when let loose from school, but, on the other hand, they do not by any means creep to it unwillingly, and when one meets them on the road in the morning they appear to be very bright and cheerful, as if they expected the day's work to be a pleasure and not a dull monotonous grind."

And Mr. Headen notes:—

"The teachers are faithful and thorough as a body. The majority display considerable initiative and ability, as well as a wide interest in the general welfare of the pupils, and their progress in after life. Bursaries are competed for in St. Mel's College, Longford, and also in connexion with the schemes for technical education. The Protestant pupils have also the scholarships under the Incorporated Society's schemes, which appear to give a valuable stimulus in many cases."

Attendance, and Health of Pupils.

Over the circuit as a whole, steady, if slow, improvement continues to be noticeable in the percentage of pupils in average attendance to the pupils on the rolls. This improvement is mainly attributable to the moral influence and zeal of the teaching staff. Matters as regards regularity are, however, by no means as they should be, or might be, were all concerned to do their best. The machinery for enforcing compulsory attendance is cumbrous and slow in action, but even with the existing machinery I believe that a higher percentage of regularity could be attained in many parts of the circuit were the school attendance authorities more alive to the loss in educational efficiency incurred through irregularity of attendance. On the whole, the managers show a commendable zeal in their endeavours to secure

a regular attendance. But when all is said and done the influence of the teacher is the most potent factor in securing regularity. There are some schools in which the teachers make immediate and personal inquiry in cases of absence, and this with such invariable regularity that parents and children alike realise the futility of perfunctory excuses. In a few instances small prizes for excellent attendance are given, and with good effect.

The children come to school as a rule when four or five years old, and remain until about fourteen or fifteen. Their health is generally good. Isolated instances of bad teeth or defective eyesight are observed, and there is the usual recurrence of epidemics, but not to any remarkable extent. I should mention that it seems to be desirable that each child should have a separate reader, as the practice of sharing books leads to distorted letters and eye-strain caused by the print being seen at different distances from each eye, and from a more or less acute angle. Medical supervision of the schools is desirable.

Regarding the attendance, etc, Mr. Shannon says :—

"It is a pity that the attendance continues to be irregular, and that the pupils are so often kept at home, especially at certain times of the year, to help their parents at farm and domestic work. Some steps were taken to put the compulsory Act into force in the Roscommon Rural District, but they fell through, and the Act is only in operation in a few schools that are in the Ballinasloe Urban District.

"No scheme for the dental examination and treatment of the pupils has so far been submitted. The great majority of the parents are small struggling farmers, and it is difficult to induce them to contribute to anything which they do not regard as an absolute necessity. The advantages of the scheme, however, are fully recognised, and it may be possible in the near future to have wider advantage taken of this excellent provision for the future well-being of the race, but up to the present it may be said of it '*laudatur et alget*.'"

Mr. Headen reports :—

"The attendance is either stationary or slightly declining. This is presumably in keeping with the general tendency of the population. Irregular attendance is connected with the changes of the weather, and parents are unwilling in many instances to forego their children's assistance in good weather at critical periods of agricultural work. As a rule, teachers and pupils arrive in good time, and large attendances before ordinary school hours are not rare. There are, however, as against this, a few schools where unpunctual attendance continues in spite of constant reproof. In some quarters a tendency is noted towards a lowering of the school-leaving age, due largely to a desire to earn wages as early as possible.

"The pupils on the whole are docile, and seldom fail to attain a respectable standard of proficiency. The health of the children is generally sound and their eyesight good. Provision has been made in one instance for a scheme of dental treatment (Lisnaboe N. Sch.)."

Proficiency.

Very creditable work is being done in the infant departments attached to the convent schools. In the junior classes of the ordinary schools, as well, kindergarten methods are making headway, and there is no doubt that the *training of infants* is improving. The discipline of infants presents difficulties owing to

the unfamiliarity of the young children with school life, their restlessness, inability to do much for themselves, the necessity of keeping them healthily and agreeably occupied, and the shortness of the intervals during which mental effort can be profitably sustained. In general, however, the discipline is very good, and a sympathetic tone prevails. In most cases the subjects involving the greatest amount of mental tension are taken in the forenoon, and the afternoon is devoted to recreative instruction. Kindergarten exercises, games, picture lessons, story telling, recitation, drill, and singing give a pleasing variety to school life. The practice of giving the infants the minimum school day required by the rules is becoming common, and is found to have a beneficial effect in bringing the children at an earlier age to school. The want of classrooms, of suitable desks, and equipment is the great obstacle to more decided and gratifying success.

Dealing with the same subject, Mr. Shannon writes :—

"With regard to the teaching and training of infants, the work done can be reported as good, considering the obstacles under which it is carried on in the majority of cases. Progress can be specially reported in some respects. In the vested buildings that have recently been erected the gallery has been superseded by dual desks. Again, when in a boys' school a female assistant succeeds a male—as provided for in Rule 127 (h)—the probable result is a more sympathetic handling of the young pupils. Moreover, some of the schools conducted by male teachers of advanced years, single-handed, have been visited by the Kindergarten organiser with gratifying results."

Proficiency.

With greater thoroughness in the education given, intelligence is increasing, and, while there is nothing strikingly new in the results of instruction, I believe there are unmistakeable signs of steady, all-round improvement. In *reading* the children's intelligence and sympathy are enlisted to a greater extent than ever, and a reasonable standard of clearness, fluency and expression are attained, while the habit of silent reading now forms part of the routine work of every well-conducted school.

In my last report I spoke of the signs of distinct progress in the teaching of *composition*, and the statement still holds good. The aim which the teacher sets before him is to enable any pupil of average ability, who passes through the different standards, to express himself, whether in speech or writing, with creditable accuracy, clearness, intelligence and ease. *Grammar* receives due attention in its rational connexion with composition; but grammatical formalism is not allowed to encumber the progress of the pupils in the acquisition of a serviceable vocabulary and of facility in its right use.

In view of the amount of written work prescribed to children now-a-days, *handwriting* continues to be creditable in clearness and symmetry, while speed is not lost sight of in the higher standards. Regarding *spelling*, however, one has the conviction that it is not so good as it used to be.

In *arithmetic* the record of the past two years can, on the whole, be regarded with reasonable satisfaction. The theory of

the subject has been slightly more in evidence. In not a few cases the senior pupils were able to give an intelligent explanation of the operations they were employing in their work, while more stress has been laid on training the pupils to look at the question from every point of view to see where the ordinary method can be shortened. There is also a more general appreciation of the purpose of mental calculation and the results are correspondingly better. However, one has still sometimes to point out that mental arithmetic is not a separate subject to be got up from practising examples from textbooks, but is the preliminary to, and arises naturally out of, all written work. The principal defect in the teaching of arithmetic is the prevalence of abstract methods. Tables of weights, capacity, length, etc., are taught without giving the pupils any acquaintance with the measures referred to. In quite a number of schools there appears to be no apparatus whatever, or if there is, it is never used.

I do not find that there is much improvement to report in the rational treatment of *geography*. The tendency is, without doubt, to make the teaching too exclusively topographical. There is scarcely any school subject more interesting, and one regrets to find classes being drilled in lists of capes, mountains, etc., without being shown any relation between the different physical features of a country, or between these and the population and their industries. The use of globes might be more general and more effective. Large scale maps of the neighbourhood of the school are now very general, but little use appears to be made of them.

History is a subject in which great improvement is still required. Few scholars show more than a perfunctory acquaintance with the main facts. More teaching is necessary, mere reading of the textbook not being enough. This teaching should be largely oral, aided by concise blackboard notes. The attention of the pupils should not be encumbered by a mass of accidental detail, but steadily concentrated on the men and events shaping and influencing the gradual evolutions of the life of the people. There should be a supply of historical portraits, plans of battles, views of buildings, illustrations of the dress and costumes of the period under study, and every device should be used which will give living interest to the matter of the lesson.

Throughout the circuit the teaching of *cooking* and *laundry* is sufficiently general. Either one or the other is an essential in schools that have more than six girl pupils over the age of eleven years, where there is a teacher competent to give the necessary instruction, and where the accommodation is fairly suitable. In general, the girls take pleasure in the lessons and produce most satisfactory results. Except in the convents, the work is carried on in a classroom, or, if there is no classroom, in the ordinary schoolroom. This arrangement is not ideal, but in small schools it seems to work fairly well. Many difficulties, of course, are encountered; but, at all events, they are no greater than those many of the pupils have to contend with in their own homes. The aim of the lessons is not merely to teach the method of preparing and cooking so many dishes, etc., but rather to instil into

the minds of the pupils the underlying principles involved in the subject, thus developing an intelligence to be practically applied to all that pertains to the home.

In *needlework* the aim is now to teach the subject so as to secure a practical knowledge of sewing, cutting-out, and making ordinary garments, together with knitting and darning. Exercises on small pieces of material are used only for learning the different kinds of stitches. Too little time seems to be spent at mending, but in the higher standards the time available for needlework during a fortnight in every month is given to the construction and completion of useful garments. I should also like to see the older girls taught the use and care of the sewing machine.

Drawing has fallen into its proper place as a regular school subject, a subject which, as a mere matter of course, should form part of every child's training. A considerable advance has been made in the quality of the instruction given. The educational aspect of the subject seems to be getting more thoroughly understood, and drawing is now looked on more as a powerful means by which the general intelligence of the pupil can be cultivated than as a mere technical training for his hand. Object drawing is by no means the most satisfactory part of the programme, although in an increasing number of cases very encouraging work is being done. A more careful selection of objects should be made, and they should be better graded as regards difficulty and continuity of subject.

Organization.

The systems of organization in the circuit are now well adapted to the circumstances of the schools, including accommodation and equipment. Excluding the convent schools, which as a rule have large attendances, in only 17 schools are there staffs of three or more teachers. In these there is little grouping, except when the accommodation does not permit of the standards being separately handled. In two-teacher schools no member of the staff has more than two groups to attend to, and by judicious time-table arrangements of silent and oral work he is enabled to deal effectively with both. Where there is only one teacher, two of the three groups into which the standards are divided are employed at some written, or silent, work in the desks, while the remaining group is receiving direct oral instruction.

Time tables, as a rule, are well devised and balanced, and, whilst allotting to each subject the time it needs, do not weary young children by giving them lessons of the same length as those of the upper classes. Exhausting subjects are alternated with those which tax lightly the children's faculties, or which bring another set into play. Valuable hours are not wasted in the morning in such subjects as drawing, singing, etc. The work of the day is distributed so that the teachers are not over-taxed by successive oral lessons, and in many other ways provision is made for the easy and pleasant working of the whole school.

The prevailing system of promotion is the annual advance of a whole standard at the end of the school year. From this practice teachers are generally too timid to break away on anything like a wholesale scale, but they understand that a pupil whose natural abilities are superior or who, through more regular attendance or greater industry, makes rapid progress, can be promoted at any time.

Monitors and Pupil Teachers.

There are sixty-seven monitors and six pupil teachers at present employed in the schools of the circuit. They are appointed only in schools where decidedly satisfactory work is done, and, as a whole, are carefully taught and trained, while their notes of lessons and exercise books afford evidence of careful study. The weekly, or fortnightly, criticism lessons are carried out in accordance with the regulations. In some instances the criticisms are meagre and perfunctory, but in others they are stimulative and suggestive, particularising a few defects at a time, and suggesting the proper remedies.

I shall bring this report to a close with further extracts from the notings of my colleagues. Mr. Shannon:—

“*Reading*, although a really high class polished style is seldom acquired, or even aimed at, is nevertheless fairly distinct and fluent. In the schools of the highest rank, where the teachers are not satisfied with anything but the very best, there is a reasonable amount of expression also. The conversation on the subject matter of the lesson read is on the whole more skillfully carried on, and the interest and attention of the pupils better secured than before. More attention, however, might still be given to training their powers of oral expression. Silent reading is being employed successfully to develop power of concentration and to train pupils to assimilate knowledge from books by their own unaided efforts, a faculty so important in the child's after-life. In the schools where the senior standards are composed largely of ‘winter pupils’ the suggestions in the ‘Notes’ cannot be carried out so effectively, as much of the short period of attendance has to be devoted to ordinary mechanical practice in reading. Of course, where the silent occupation has not been carefully planned beforehand, and where some effective means are not taken to secure that the pupils concentrate their best efforts during the time for silent study, the results are not so satisfactory.

“The proficiency in *Composition* continues to be substantially higher than it was before this important subject received the attention it deserved. It is now, perhaps, in a sense, overtaught. Too much help may be given in the blackboard headings, or the children may be got to write the substance of a lesson they have almost got off by heart immediately on the conclusion of the lesson, with the result that the exercise degenerates into mere transcription or memorising.

“The oral teaching of *Arithmetic* is improving, on the whole. The lesson is now seldom found to consist of merely giving out sums, the teacher looking on while the pupils work. It is usually mental practice with blackboard demonstration, the aim of the mental work being to improve the intelligence, as well as to secure rapidity of calculation.

“In the case of *History* there is more oral teaching with the aid of blackboards and maps than before. The lessons, however, might generally be made more interesting and might show evidence of wider reading on the part of the teacher. In some of the best schools, pictures, charts, etc., are effectively used.

"With regard to *Geography*, it may be stated generally that the teaching shows some improvement, but that the matter found in the compendiums used by the children should be supplemented more by information derived by the teacher from a study of high class works on the subject.

"The teaching of *Drawing* is not confined so exclusively to freehand work as before; object drawing, especially, is now beginning to receive the attention it deserves.

"Grouping is now generally carried out skilfully, and the time-tables in force are framed with due regard to the organisation most suitable for each particular school. Here again the 'winter pupils' stand in the way of progress. The senior group, which would be of suitable size during the period of regular attendance of the older pupils, may be almost unrepresented at other times.

"There are four *Pupil Teachers* in this Section. They, as well as the monitors, receive a careful training, and in the high class schools to which they are invariably appointed, the criticism lessons and general supervision of the work can be favourably reported upon.

"The teaching of *Irish* has been discontinued in a few schools, while the number of those in which *Mathematics* is taken is slightly on the increase. Owing principally to the difficulty of acquiring plots of suitable dimensions, the Commissioners' scheme for instruction in *Rural Science and Horticulture* has been put into force only in the case of two schools.

"There were eighteen *Evening Schools* in operation during the past session. Of these, two were new schools and four were schools which had been discontinued for one or more sessions. Two had to be closed prematurely, owing to the attendance falling very low after Christmas. They continue to serve a very useful purpose. History, Health and Habits, Book-keeping, and Mathematics are the additional subjects usually taught. The gospel of fresh air is preached, and the evils resulting from a tea-and-white-bread dietary are forcibly brought home, with what practical results I am unable to determine."

Mr. Headen :—

"Good progress has been made towards the attainment of a pleasing and intelligible style of *reading*. The teacher's own style has considerable influence in this direction. Occasionally complaint has to be made even in otherwise good schools of indistinct utterance in answering ordinary questions.

"*History* is not yet a very strong subject in many schools. The teaching of *Irish history* is, however, receiving increased attention. Local history might be taught in somewhat greater detail. The monuments of mythical or historical periods are often quite close to the school, and their skilful treatment would enrich the mental life of the pupils.

"*Composition* is well taught. Examination of the written exercises shows that attention is paid to the development of the pupil's own observations, and instances of several pupils transcribing the same statements under the head of 'Composition' are now rarely met with.

"Very fair progress is generally made in *Arithmetic*. Considerable ability is often met with in practical calculations and measurements, and the solution of problems from real life.

"In *Geography* more prominence might be given to practical exercises with the map of the locality, and a greater acquaintance shown with the roads, elevations, and distances of places in the pupils' own county. The suggestions in the 'Notes for Teachers' as to leading up to the map from plans of the school, etc., might be more extensively followed.

"*Nature Study* receives on the whole a satisfactory degree of attention. The rural children are successfully trained to take an intelligent and sympathetic interest in their surroundings. Possibly the practical use of the barometer might be more commonly taught. It is permissible to regret that a knowledge of the principal groups of stars is not more frequently given.

"*Drawing* and *Music* are creditably taught, and in many of the larger schools a high standard is attained in both these subjects."

" Perhaps it would be found possible to give explicit instruction occasionally to the senior pupils in *Civics*. There is not at present much familiarity with the procedure and powers of local bodies, nor much appreciation of the responsibility resting on the individual voter, amongst the pupils who may shortly be entrusted with these powers and responsibilities.

" *Organization*.—The subject which offers most difficulty in the way of grouping appears to be Arithmetic. Occasionally the pupils are regarded as grouped, but are really working different rules in each standard.

" *Monitors* are carefully trained. In some instances the position does not appear to be very attractive, and monitors have in a few cases relinquished their posts.

" The *Alternative* (Intermediate) *Programme* is followed successfully in two large schools.

" There are five *Evening Schools* in the Section. The strain of conducting both day and evening schools appears to be rather severe."

I am, Gentlemen,

Your obedient Servant,

I. CRAIG.

The Secretaries.

PORTARLINGTON,

31st July, 1914.

GENTLEMEN,

In submitting, conformably to your instructions, a General Report on the Portarlington Circuit for the year that has just come to a close, I may remark at the outset that the matters to be chronicled are of an uneventful and commonplace kind. Since I furnished a similar report two years since, the work of the circuit has been quietly pursuing the even tenor of its way; and, in doing so, it has developed very little material, indeed, that would serve the purpose of a compiler of annals. Of recent events having any claim to be recorded the most important is a change which has been made in the inspection staff. Mr. J. M. Bradshaw, who had charge of Section B (the northern section) for a lengthened term, was transferred to Ballymena on the 1st February last; and his place in this circuit has been taken by Mr. J. A. MacMahon, whose previous station was Limerick.

During the period I am about to review Mr. J. Smyth has had charge, as heretofore, of the southern section of the circuit (Section A). I am indebted to him for a valuable memorandum on the state of the schools under his inspectorial control; and my narrative, I feel assured, has gained not a little even from the partial use which I have been able to make of the document. Mr. MacMahon, though as yet comparatively new to the circuit, has also favoured me with helpful notes.

Circuit.

The circuit has not altered in area since I last reported. Its boundaries are exactly the same as they were in 1912; and the descriptive particulars which I supplied in my report of that year will now serve equally well to represent not alone its extent and geographical features but likewise the characteristics of its agricultural and industrial life. I need not, therefore, survey these matters again; though the temptation to do so is not to be lightly put aside, for the social circumstances of a community decide, in a great degree, the educational scope of the schooling which can be usefully administered to its people.

It will suffice if I state that the circuit, viewed as an aggregate of school districts, is mainly of the rural type. Urban elements enter so sparingly into its composition that they hardly modify the uniform quality of its structure. This is tantamount to saying that the disadvantages which are so liable to thwart educational progress in country places may be expected to be widely operative here. And such, in fact, they are. The gravest and most persistent of them all, an unsatisfactory condition of the school attendance, is to be found wherever one turns, rooted tenaciously in the indifference of parents to the educational interests of their children.

School Accommodation and Equipment.

The number of schools operative in the circuit on the 30th June 1914, was 387. They belong to the following classes, viz. :—

Ordinary Schools,	...	...	...	346
Convent Schools,	...	...	...	29
P.L.U. Schools,	...	...	...	9
Model Schools,	...	...	...	3
Total,	...	...	...	387

The total shows a decrease of five schools as compared with the number (392) returned in my report of 1913. Looking back over the time I have been in charge here I observe that a tendency to diminution in the number of our schools has been constantly visible throughout. The tendency has proceeded at a very slow rate; but it has proceeded steadily, and without interruption. It is no longer, I think, to be explained as the reflex of a corresponding tendency in the population at large, though it certainly suggests a continued lessening of the school-going population. A full investigation of the subject would probably show that while the general decline of the rural population, which has been a feature of our national statistics for over 60 years, is at length being arrested in many parts of the country, the section of the population that frequents our schools has not at all ceased to diminish.

If this be so it points to a change in the numerical relation subsisting between the adult and the juvenile divisions of the population. On the question of school supply it would be important to test this result, going on thence—should it stand the process—to inquire whether it is to be regarded as of permanent significance or as merely expressing a transient aspect of our social life. I must confine myself to the bare outlining of these questions. My only justification in noticing them at all lies in the circumstance, which many competent observers are able to vouch, that even in localities that maintain a steady aggregate population schools thin out year by year, the victims of a gradually failing attendance.

The recent loss in the number of schools has been produced partly by the closing of four small schools in which it was found difficult to keep up the minimum average of ten pupils, and partly by the amalgamation—in two cases—of associated boys' and girls' schools. The small schools whose existence thus terminated were all under E.C. management. They would probably have survived for some time longer if their closing had not been precipitated by the resignation of their teachers. It used to be that schools of this sort were mostly in the hands of teachers of stationary habits—men and women who rarely severed their connection with the places in which they started professional life. But the young teachers who have come from the training colleges in recent years betray none of the instincts of *adscripti*

glebae. More ambitious and more restless than their predecessors, they are given to moving at intervals from school to school; and it may be stated as a general law that the smaller the school is the more frequently is it liable to lose its principal.

I am not in a position to affirm that any of the schools recently closed have been closed finally. I understand that the managers in all cases will endeavour to re-open them as soon as the prospects of an assured attendance improve. We have had during the past year a case of the closing of a small school, followed by its reconstitution again after a short period of abeyance. We have also had a case of a school being reconstituted after it had been inoperative for upwards of ten years. This latter case reduces the net loss in the number of our schools for the biennial period to five.

Applications have lately been made to have some small schools not previously aided by the Commissioners taken into official connection. Four such cases have already been reported on—two by myself and two by my colleague, Mr. Smyth; and I have heard of others that are likely to be put forward. If these applications are sanctioned, some more of a similar kind may be expected to follow; but the primary schools now working independently of the National Board within the circuit are so few and far between that if they were all put on the official register only a slight augmentation in the number of state-aided schools would be produced.

While a considerable proportion of our schools are small and the attendance in many of them is yearly dwindling, I am not prepared to say that there are any among them which can be pronounced absolutely unnecessary. The poorest specimens of them serve some educational purposes; but in a few instances means might readily be devised for otherwise discharging the functions they perform, with a probable gain to educational efficiency.

Classified according to the condition of the buildings and premises, the schools of the circuit would stand thus:—

Good,	...	...	...	...	200
Fair,	...	...	...	...	155
Middling,	...	...	...	...	28
Bad,	...	...	...	...	4
Total,					387

The "bad" cases, fortunately, do not call for any special strictures on the present occasion. They are all likely to be replaced by new buildings before the time arrives for furnishing the next general report on the circuit. The work of superseding them has been taken practically in hands, and grants in aid of the undertakings have been actually sanctioned or solicited.

Grants have also been made for replacing some of the schools which I have included in the category of "middling." I restrict the epithet to those schoolhouses which, while not too antiquated

or unsightly in appearance, and not positively dilapidated or dangerous in structure, are yet irremediably unsuitable for present-day school purposes.

Among the school buildings which I have tabulated as "fair" evidences of unsuitability, though not so strikingly patent, are also commonly to be seen. They appear sometimes in the structural design; sometimes in the structural finishing, or rather want of finishing; sometimes in the school surroundings; and very often in the absence of external conveniences. It is not to the circuit's credit to have so many schools exhibiting obvious defects under one or more of these heads. But until the defects become so pronounced that they cannot be remedied without an excessive expenditure the situation is not quite hopeless; and, in actual fact, a respectable number of the less presentable examples of our school buildings have been improved quite out of their defects during the past two years. I could name at least a dozen schools that have been so much altered for the better, some by enlargement, all by elaborate repairs of one kind or other, as to be made almost unrecognisable. Inside and outside, several of them have been simply transformed in appearance.

Nor is there at the present moment any lull in this improving spirit. School renovation and extension are being projected by different managers, and will, I expect, be carried out in the near future on a still larger scale. The erection of new vested buildings is also contemplated in not less than ten cases. Three such buildings have been completed since I last reported. The number seems trifling; but, judging by the complaints of applicants and of would-be applicants for grants, the period appears to have been one of enforced inactivity.

It is due to the spirit to which I have just borne testimony that my present return shows a slight increase in the number of school buildings scheduled "fair," and an appreciable increase in the number scheduled "good," in comparison with the previous figures. It is matter for congratulation that the tendency in the scale of classification is decidedly upwards.

I can speak favourably, too, of the attention which is being paid to the keeping of the school buildings throughout the circuit. Floors are more regularly mopped and scrubbed, and closets are more frequently cleared and disinfected than I found them to be two or three years back. Increased interest is taken at the same time in the limewashing of walls, in the painting of doors and windows, and in the trimming and ornamenting of school plots. Taste in these matters, it must be admitted, is seldom seen to develop a rapid growth. But it is, at all events, visibly growing. On going through the circuit the growth, such as it is, will be found disfigured by many bare patches. There are schools still here and there whose condition is anything but tasteful. But, even allowing for the very worst cases among them, the volume of work done annually in the way of cleaning, colouring, painting and decorating would, if reckoned up, show a higher average per school and a sensible increase for the entire circuit. The Government grant now made for cleansing and heating, of

course, arms an inspector with more power than heretofore in enforcing the claims of sanitation and comfort on school managers who might otherwise be slow to recognise them.

Improvement in the furnishing and equipping of schools does not quite keep pace with the increased attention paid to the buildings. Yet in this matter, too, some advance has, I think, been made. The supplies of wall furniture, in particular—maps, charts, diagrams, pictures—are, as a rule, fuller as well as fresher and more attractive in appearance. Many of the schools are furnished with neat presses for cookery utensils and for physical science appliances; and when the contents are tidily arranged, these articles help to give the rooms a more pleasing and businesslike air.

Teachers.

The condition of the circuit in respect of efficiency may, perhaps, be most serviceably epitomised by means of a tabular statement showing the incidence, grade by grade, of the merit marks awarded in our general reports on the schools during the past year. This statement which, with the help of my colleagues, I have prepared from the circuit records, reads thus:—

Grade of Efficiency.			Number of Schools.	Percentage.
Excellent	..	..	14	} 25.3
Very Good	..	..	84	
Good	..	..	196	50.6
Fair	..	..	85	21.9
Middling	..	..	8	2.
Bad	..	..	—	—

Briefly expressed the story which these figures tell is that, of our 387 schools half the number are doing sound, educative work; a quarter of the number are doing work of superior quality; while the remaining fourth are doing but moderate or passable work.

How does this record compare with the character of the work done through the country at large? To give a more precise answer to the question I extract from the latest published Report of the Commissioners the following return, showing the classification in point of merit of the 7,141 schools inspected all over Ireland during the year 1912:—

Excellent,	...	...	...	3.5 per cent.
Very Good,	...	...	...	21.4 "
Good,	...	...	...	45.9 "
Fair,	...	...	...	26. "
Middling,	...	...	...	3.1 "
Bad,	...	...	...	.1 "

On comparing this with the previous table it is seen that we stand level with the general average of the country in the relative proportion reached by our very good and excellent schools; that we stand clearly in front of the general average in the proportion of our good schools; and that, falling under the all-round average—as we do—in our proportion of inferior and unprogressive schools, the advantage at the lower side of the field also lies with us.

We have no reason to be ashamed of these results. If they do not lift us to a very lofty height, or entitle us to the self-complacency that comes to those who are privileged to look down on their less fortunate fellow-creatures, toiling upwards from lower elevations, the figures prove, at all events, that in aims and achievement the schools of the circuit are well abreast of the times.

Since this report was written the official statistics for 1913 have become available, and they show that the 6,941 schools inspected in Ireland during that year were thus classified:—

Excellent,	3.8 per cent.
Very Good,	22.5 „
Good,	46.8 „
Fair,	24.2 „
Middling,	2.7 „
Bad,	Nil „

The later percentages, therefore, do not dislodge our local schools from the position which I have claimed for them, on the basis of efficiency values, in relation to the schools of the country as a whole.

It will be worth while, again, in this connection to take a comparative view of our present condition in contrast with the position we occupied two years since. To facilitate the operation I shall here set down side by side the percentages showing the grades of efficiency attained by our schools then and now:—

Grades of Efficiency.	Centesimal proportion of the Schools in—	
	1911-12	1913-14
Excellent and Very Good	21.1	25.3
Good	49.7	50.6
Fair	25.2	21.9
Middling	3.8	2.1
Bad	—	—

These figures are clearly indicative of progress, not perhaps very substantial in amount, but still sufficiently marked to demonstrate that the school-work of the circuit is moving well forward in the scale of merit. Five per cent. of our schools in

the aggregate have risen from the lower levels of efficiency represented by the symbols "fair" and "middling" to the level distinguished by the more honourable title "good"; and at the same time four per cent. of the schools have qualified for promotion from the "good" category to the select classes "very good" and "excellent," occupying the place of pride at the summit of the scale.

It must be acknowledged that, in achieving these gains, the school efficiency of the circuit has not mounted thus far solely by virtue of its own intrinsic expansiveness. In the case of schools conducted by elderly teachers, men and women whose systems of work have been hammered into rigidity by the force of unvarying habit, the circuit records rarely reveal a change of merit mark even in periods of several successive years. But when a teacher whose energies have declined, or whose zeal has waned, leaves the service—an occurrence which in the normal course of events must happen every now and again—and his place is taken by a younger, better trained and more aspiring teacher, an improvement in the merit mark of the school almost invariably ensues. The introduction of new blood into the school staffs would probably account for the majority of the changes of mark that characterise our recent educational history. But, independently of the gains that accrue from this leavening of the mass of our teaching staff by a gradual process of replacement in the ranks of its membership, the main body of the teachers are contributing to the maintenance of the circuit efficiency in a way that will stand pretty well a critical examination. If but a limited number of them have succeeded in earning higher awards at the inspections the number of those who have betrayed any serious relaxation of effort, or of interest in the welfare of their schools, is still very much less.

School teaching, even under the most favourable circumstances, is an arduous occupation. There are not many callings which impose such a constant and wearisome round of petty duties. There are few, I believe, which make more relentless demands on the temper, the patience, the tact of the operator, and—through these tender channels—on his stock of nervous energy. He who engages in the exacting business should be liberally endowed with vigour of body and elasticity of mind. He should also have something of the spirit that seeks, for its sustenance and its stimulation, the contemplation of higher motives; for the accumulating years will soon press him down with the weight of their deadening monotony, chilling his enthusiasms, and sapping the support—feeble at the best—which he is able to derive from material prospects. All this is equivalent to saying that to make a real teacher a man should possess a nature finer, more detached and more sterling than is given to ordinary humanity. He should furthermore have, apart from the professional resource begotten of technical training, an unfailing capacity for self-adaptation; for the age is ever confronting him with new-found tasks, and thrusting fresh practical problems into the schoolroom.

In face of these considerations it is inevitable that teachers as they advance in years should sometimes exhibit symptoms of failure. Diminished progress in such circumstances does not always involve discredit. On the contrary, it is distinctly creditable for a man in the declining stage of life, whatever may be the sphere of his labours, to uphold even approximately the traditions of his prime as expressed in the quality of his work. In going round this circuit I have been struck, not so much by the number of teachers who, as they approach the retiring age, lose heart and relish for their duties, but rather by the far greater number of those who go on bravely and spiritedly to the last, retaining the ardour of their manhood, and sustained by a laudable determination to "carry out their bat" when obliged to relinquish the post they had long and stoutly defended.

Of the temper displayed by the great mass of our teachers here I can speak with commendation.

Dealing with Section A, Mr. Smyth testifies:—

"Most of the teachers are earnest, and a fair proportion of them are enthusiastic workers."

And his verdict may deservedly be applied to the circuit staff in its entirety. Mr. MacMahon conveys his first impressions of the teachers of Section B in terms not less complimentary. He says:—

"The teachers I have met with here have impressed me very favourably. They are industrious, honest, and skilful workers, as a rule, much loved by their pupils. They show genuine anxiety to keep abreast of the times educationally, and travel long distances freely to attend lectures."

Speaking for myself, I have been particularly impressed by the eagerness with which our teachers seize every opportunity presented to them for enlarging their knowledge of the new branches of instruction that are added from time to time to the school programme. This trait has come out prominently during the past year or two in connection with the courses of training in horticulture and nature knowledge which have been organized at different centres in the County Kildare and the King's and Queen's Counties. Nowhere has the slightest difficulty been experienced in arranging full classes for these courses; and many teachers, I am aware, have gladly subjected themselves to inconvenience and hardship in order to make the most of the advantages placed at their disposal. Introduced to a delightful study—the fascinating contents of the great book of nature—and fortified with new powers as educators of young, inquiring minds, they have received, no doubt, a valuable reward; but it is not the sort of reward that would appeal to persons destitute of professional zeal or over-addicted to cultivating their own selfish ease.

When I see the many benefits resulting from courses of the kind, as well to the teachers themselves as to their pupils and schools, I cannot help regretting that in rural circuits like this

the teachers have got so few incentives for systematic self-culture. One can nearly always rely on a teacher who is adding quietly and industriously year by year to the stock of his own mental acquisitions. If a schoolmaster is a starveling in intellect, sad indeed will be the lot of his pupils as they grow up and begin to look from the school out upon that crowded world-stage where each of them will soon have to act a greater or a meaner part. The treasures of the mind do not lend themselves to unproductive hoarding, like the hidden money-bags of a miser. In their nature they are self-communicative; but their most precious virtue resides in their power of generating influences that act as a spell on youthful talent, quickening it with a passion for full development. What a world it may mean to a naturally gifted boy or girl, nurtured under the sterile limitations imposed by lowly birth, that some impregnation of that subtle principle should permeate and suffuse the atmosphere in which their school years are passed! Receiving thence the first germinative impulse, those possibilities that are latent in them may be pushed forth by a craving to unfold, responding to the external stimulus with the same fidelity of instinct that makes a sapling in the nursery bend towards the sunlight.

Among the lessons to be read from the biographies of the world's celebrities there is none more striking than the frequency with which association with a man of scholarly tastes and cultivated ideals has acted on the young as a summons to a career. Who can reckon the number of stunted, barren lives which if brought in time within the range of such an influence might have grown to dimensions that would have won the respect of their generations, perhaps might have added to the achievements that are prized of mankind? The teacher who goes on steadily widening his intellectual horizon and deepening his intellectual interests is always multiplying his resources for creating and satisfying a healthy mental appetite in his scholars. But he is doing something more valuable still. He is diffusing round himself an invisible force that will insensibly, and without conscious co-operation on his part, lift the best of his scholars from time to time to higher levels of purpose and endeavour. A fair proportion of our teachers, I believe, acquire studious habits, and strive to turn their spare time to educative account. But the ordinary conditions of a teacher's life are not favourable to the pursuit of learning for its own sake; and in the absence of any special inducements to do otherwise many, I fear, devote the major part of their reading to the ephemeral and unprofitable forms of literature that are now in such tempting volume within everybody's reach.

Attendance and Health of Pupils.

The school records throughout the circuit tell an almost uniform tale of chronic and seemingly incurable irregularity. The evil, it is true, is less virulent here than in many other parts of the country. But we deserve little credit on that score; for excuses that might be urged elsewhere for the prolonged or the

frequent absences of pupils could not reasonably be pleaded by the people of these parts. There are no poverty-stricken localities in the circuit. Tillage farming is rare, and confined to a very few districts. There are no abnormal circumstances at all that would justify the interruptions so commonly occurring in the all too brief span of the children's school life.

In some instances, I am glad to say, I have observed a tendency to improvement in the regularity of the attendance; and the circuit is able to boast of schools from which—mainly through the influence of the managers and of zealous parochial clergymen—the pupils would be ashamed to absent themselves without a valid cause. But such cases are few and isolated, and they but very slightly mitigate the wrong that is being done to the rising generation here in disregarding their claims to regular and adequate schooling.

Scarcely a winter passes away without bringing a round of epidemics in its train; and, when these afflictions come, they deplete the schools in town and country alike. The injury done thereby to the continuity and progress of the school work is not soon repaired. Effects similar in kind if less in degree are produced by unduly extended vacations—which appear to be coming much into vogue—and by the recurrent closing of schools for odd days, a practice that has latterly become very general. Some pertinent remarks made by Mr. Smyth on this topic may here be quoted. He states:—

"Schools are often closed for very trivial causes: for fairs, bank holidays, races, and every other possible reason we find the work interrupted. The closing of schools this way in the middle of the week does much to disturb regular work. One often finds that in such cases no regular plan of weekly work is drawn up, and the teacher gives the holiday in the middle of the week as his reason. Thus, not one day's work only but a whole week's work is rendered, to a great extent, ineffective owing to this break. I have known schools to be closed for races held at nine or ten miles' distance from the school."

The epidemics to which I have referred consist for the most part of those ailments that are incidental to the periods of childhood and early youth. As natural, perhaps necessary, phases of the growth of the human organism they should, if properly treated, pass away without injuring the physique of the children. The guidance of trained nurses is now available in many districts, and nursing methods are getting to be more generally understood. The principles of hygiene and of domestic comfort are likewise, I think, more extensively appreciated; and these principles dictate above all things the wisdom of circumscribing the ravages of disease by judicious measures of prevention. I have no reason to suppose that hygienic instruction, obvious though its main lessons are, has as yet made more than a superficial impression on the general intelligence; still, as the result of ventilating its tenets inside and outside the schools, the popular will is, I believe, being gradually enlisted into more active co-operation in its service. Much may arise from this growing disposition. But, whatever salutary changes it may bring, its best fruits are certain

to be reaped by the children. Epidemics, of course, will always come and go, but why should they not cease to leave behind them any permanently injurious consequences?

The health of the school children here, like the health of the community to which they belong, is fully up to the normal standard. The fact could not well be otherwise, for not more than a small fraction of the population could be justly charged with neglecting to clothe and nourish their children properly. The delinquents in this grave matter are always to be found amongst indigent townsfolk—denizens of those slums and low quarters by which the life of most towns continues to be degraded. In several of the Convent schools meals are daily served to the destitute pupils; and in some distributions of clothing are often made as well.

The society that would maintain its stock of physical efficiency must look solicitously after the health of its growing boys and girls. It needs no uncommon foresight to perceive the penalty of ignoring this vital truth. But its practical recognition implies something more than haphazard or halting modes of action. Every developing human frame is a complex of organs on whose soundness and vigour the measure of its adult strength or weakness will depend; and the problem of conserving the public health centres in the timely shielding, on a comprehensive scale, of the sources of organic force against waste or impairment. Analogies are often illusive, and it might not be safe to speak of any set of human organs as the key-stone of the edifice. But it will hardly be disputed that mastication and digestion have a very great deal to do with controlling the body's stability. The premature decay of the teeth is on this account a bad omen for the virility of the race. Everybody has noted the curious phenomenon, and many have speculated on its causes and its significance. It only concerns me to report the steps that have been taken here to combat the mischief; and I regret to say that in the gross these steps look so trifling and tentative as to be hardly worth reporting. On the initiative of the Women's National Health Association a dental clinic of the best model has been established in Naas for the school children of the town and vicinity. In four other schools of the circuit the pupils enjoy the benefits of dental treatment, dentists visiting them regularly for the purpose. Several of the managers have been giving the matter consideration, but beyond what I have stated no practical schemes have so far been organized; and for the present the physical welfare of the children stands undefended at this, one of its most assailable points.

Public provision for the economy of the eyesight, for the care of the lungs and chest, and for the medical safeguarding of other delicate organs, whose neglected development often leads to life and death consequences for thousands, would, of course, require considerable grants of money; but money thus laid out would be profitable expenditure for the poorest state. At the moment, however, the most urgent need is a more liberal fund for the protection of the teeth.

Proficiency.

In the subject proficiency, which grows up around him year after year, an inspector sees the true harvest of his own work as well as of the teachers' labours in the schools. As an aid to describing the kind of educational crop we are producing here I am fortunate in being able to adopt in the main the report which Mr. Smyth makes for the schools of his section. He states :—

"With regard to the proficiency in the various subjects, I may say that *Reading* and *Oral English* subjects are generally good. *Written English* is also good, and in many cases very good.

"*Arithmetic* is not a strong subject, especially in the senior classes. I was forcibly reminded of this in my late examinations of the schools that presented pupils in *Mathematics*, where I found the answering in *Arithmetic* decidedly weak. *Geography* is another subject in which one rarely gets really good work done, though I must say it has improved, and is, I think, improving steadily.

"Of no school subject could it be more truly said that 'a little learning is a dangerous thing' than of *History*. Unless a teacher knows this subject well he is very apt to give a biased and partial view of the subject to the child, which will probably influence his mind and character for the rest of his life. *Drawing* is, I think, proceeding on the right lines, but there is not yet any great progress. The present mode of treatment of this subject is certainly more interesting and attractive to the learners, and that in itself is very important. We cannot expect great progress in this subject till more of the teachers have been trained in the newer methods of treating it.

"I cannot say that there is much successful teaching of *Elementary Science* in this district. The subject does not seem to be a favourite. I have often noticed the space for *Science* and *Object Lessons* left blank in the weekly syllabus, oftener than for any other subject. Yet this is a subject which could be made most interesting and educative in the hands of a good teacher. The *Science Programme* has been drawn up with the greatest skill, and there is an excellent syllabus of work ready-made to the teacher's hands; yet the subject is very rarely treated successfully.

"*Object Lessons* or *Nature Study* and *Hygiene* are often taken as substitutes for *Elementary Science*, but they are even more seldom successful than *Science* itself. The teacher has to draw up his own syllabus in this work, and it is rarely drawn up skilfully. There is one portion, however, of the nature work in which I find some teachers and pupils taking a good deal of interest, that is, in the keeping of a *Nature Calendar*. I find most interesting information in some of these calendars, showing how good observers little children may become under careful, sympathetic guidance.

"Another most interesting and useful variation of this *Nature Study* is found in the case of schools that have gardens attached to them. There are twenty-four of these in this district. Last year the plan was for each pair of pupils to have a plot of which they had sole charge. They took much pride and interest in their plots, and there was a good deal of friendly rivalry among them as to whose plot should be most successful."

These judicious observations sum up very well, for the leading subjects of the programme, the general character of the circuit proficiency; and it will suffice on the present occasion to briefly supplement them, by stating that steady work is being done in the other parts of our school curriculum as well as in the branches here enumerated. A good deal of attention, for example, is being paid to *Needlework* in the girls' and the mixed schools. *Singing* is a popular subject; and though the range of the instruction is generally rather restricted, the pupils seldom fail to derive some permanent profit from the singing lessons.

Drill is now almost universally taught; and, with rare exceptions among the schools, the exercises appear to be keenly enjoyed by teachers and pupils.

Infants.

A prominent and very pleasing feature of the educational practice of the circuit is the more general introduction of methods designed specially for the training of young children. The number of infant schools is few, but nearly all the convent and monastery schools have infant departments. A cheerful and intelligent life, as a rule, pervades these divisions. Many of them have enjoyed the advantage of expert organization, and in not a few the lessons are instinct with vivacity and interest.

In the ordinary schools female assistants, young and freshly-trained for the greater part, are often found in charge of the junior standards. Still more frequently these standards are taught, and generally well taught, by junior assistant mistresses. Though only apprentices to their craft, these young people—the humblest members of the teaching profession—are undoubtedly contributing in an appreciable degree to the educational efficiency of the circuit. Occasionally one finds among them persons scantily equipped for managing school children. It is by no means surprising that this should be so. But one hardly ever meets a junior assistant mistress who, however deficient she may be in natural parts, is not struggling hard to fit herself for her employment. In willingness to work and eagerness to please no branch of the school staff surpasses the junior assistant mistresses. With the aid of the enlightenment they receive in classes conducted by the Lady Organisers for Kindergarten they are laying in many of the schools here reliable foundations for the education of the pupils, by means of nicely-arranged occupations in sense-training, in observation practice, in speech formation, in objective representation, and in other kindred exercises. Though their methods may oftentimes yield but a pale reflex of the principles of Froebel and of Pestalozzi, as a body they are proving helpful instruments for enabling the schools to mould the activities of childhood and to direct them along fruitful lines of development.

I am in a position to report that, in the efforts which are being made here to meet the more recent demands of the code, the circuit keeps well to the front. In support of this statement it will suffice for me at present to note that the new scheme of *Horticulture* is carried out in connection with 35 of the schools; that *Cookery*, with its complement *Laundry*, is taught in 144 schools; and that classes of *Domestic Economy* are in operation in 16 schools. So far as I have been able to observe, the general character of the instruction given in these subjects is creditable. The reports of the Organizers who annually inspect the classes rarely grade the work below the standard "good"; and so far no case has arisen in which the instruction was pronounced inefficient. It should be mentioned also that useful courses of *Domestic Science* are always taught in conjunction with the programme of *Cookery* and *Laundry*.

Mr. MacMahon who, during the short time of his residence here, has been actively acquainting himself with the state of his schools, has been struck, and rightly struck, by an aspect of the proficiency which deserves to be noticed. The description of it will best be given in his own words:—

"The proficiency of the pupils generally is good. But I notice that paper work is nearly always much superior to oral work. One will find plenty of very neatly written copybooks and carefully worked exercises in Arithmetic in a school where it is impossible to get a pupil to state three or four facts orally, unless they have been learned by heart. There is a good deal of too slow thinking, and a marked hesitancy in expressing their thoughts in simple language among the children of the Midlands."

The particular failing, as Mr. MacMahon clearly perceives, is in essence but the counterpart of a certain sluggish quality in the local intelligence—a quality which, wherever it appears, must necessarily affect the productiveness of a teacher's work.

Monitors and Pupil Teachers.

In my last general report I had to comment adversely on the monitorial staff of the circuit, and I regret to say that a like duty devolves on me on the present occasion. So far as I can judge, it is becoming more and more difficult to get promising candidates for the position of monitor; and, in testing applicants for the annual recommendations, the inspectors are too often obliged either to reduce their requirements to a low minimum or otherwise to deprive the schools altogether of monitors. The teachers, I think, do not sufficiently realise the hopelessness of undertaking to prepare successfully in the present monitorial course young persons who have to start under any grave disadvantages either in educational attainments or in natural abilities. Any lessening in the number of monitors for which a school may happen to be eligible by average attendance is apt to be regarded as a hardship and a slur. To obviate such a contingency, the inspectors are frequently driven to make their selections from material of second or third-rate quality, and are tempted to recommend doubtful candidates by promises that special efforts will be made to push them on while in process of training. The promises are, I doubt not, faithfully kept, but the results, nevertheless, almost invariably falsify the hopes of the teachers. At the final examinations the failures among the monitors here run year after year to proportions in excess of anything I have witnessed in my previous experience. The breakdown most commonly occurs in Arithmetic, the very subject in which it is hardest to find well-instructed candidates for monitorial appointments. I have no reason to suspect that in the matter of extra instruction the teachers fail in the least in their duty to the monitors; and I have observed with satisfaction that adequate provision is nearly always made for criticism lessons. The staff of monitors serving here during the past year numbered 60. At present no pupil teacher is employed in the circuit.

Extra Subjects.

Teaching of extra and optional subjects is undertaken here to a fair extent. *Irish* is taught in 70 schools, and in the majority

of them it has been presented during the past year as a subject for results fees. In about half of the classes examined the proficiency reached "good," or higher standards of merit; and in the other half it was found to be "fair," or lower. In a circuit such as this, where the tradition of spoken Irish has universally died out, it is no easy task for a teacher to turn out a good class in Irish. In continuing their Irish classes year after year many of the teachers, I believe, are prompted rather by a love of the language and an interest in the education of their scholars than by the inducement of fees which, in the disadvantageous circumstances attending the instruction, their best efforts may fail to earn.

Mathematics has been taught in 52 schools; but in more than a third of that number the subject was not presented for results fees. The general experience is that only a minority, often a small minority, of the pupils enrolled in the Mathematics class at the commencement of the year remain in attendance until they complete the course. The tendency of boys and girls to drop off from school at an early age—a tendency which was never more pronounced than it is at present—has left the senior standards of most schools sadly depleted; and, of course, mathematical instruction, however capably given, can only flourish in schools that have well-filled fifth and sixth standards. In the Mathematics classes which I have personally examined during the year I have rarely found the proficiency higher than fair.

Evening Schools.

We had ten evening schools in operation during the past session—five in each section of the circuit. Mr. Smyth's account of the evening schools of his section may be taken as of general application. He writes:—

"The attendance was good and regular. The pupils were very quiet, orderly and anxious to improve themselves. A great deal of useful work is done in these schools during the winter months. In addition to Reading, Writing and Arithmetic, Book-keeping, History and Hygiene were taught."

Model Schools.

The three model schools of this circuit are in an efficient condition. The girls' department of the Parsonstown Model School has lost the services of an assistant because of a reduction in the average attendance. The model school staff now consists of four members—three principals and one assistant. Discouraged though they must be by declining attendances, they are each and all working faithfully and well.

I am,

Gentlemen,

Your obedient servant,

J. P. DALTON.

The Secretaries, &c., &c.

LIMERICK,

31st July, 1914.

GENTLEMEN,

I have the honour to submit to you a General Report on the Limerick Circuit.

Circuit.

It extends over the greater part of the counties of Limerick and Clare, and at present contains 383 schools, as follows :—

Model Schools,	...	...	...	3
Convent Schoole,	...	...	...	20
Monastery School,	...	...	...	1
P.L.U. Schools,	...	...	...	3
Ordinary Schools,	...	...	...	356
Total,	...	...	...	383

School Accommodation and Equipment.

All the primary education is carried on in National Schools, except in the case of boys taught by the Christian Brothers : in Limerick, four schools, 1,700 pupils ; Ennis, 310 ; Ennistymon, 200 ; Kilrush, 253 ; and Adare, 130, respectively.

Of the 356 ordinary National Schoole, 42 buildings may be called bad ; 14 of these are to be replaced shortly by new vested buildings, and for 11 grants are pending, so that for only 17 there is no immediate prospect of improvement. Enlargement and reconstruction are proceeding or are projected in 11 cases. New vested houses have recently replaced old, unsuitable schools at Roxboro', Inch and Caherconlish—the latter absorbing Inch St. Laurence ; and enlargements have been completed at Monaleen and Furglan, so that managers are by no means backward in availing of grants. Quite new schools are about to be built at Cratloe, relieving the congestion at Clash. Old, unsuitable desks are constantly being replaced by new dual desks with the aid of a grant. The buildings are, with the exceptions noted, in good repair, and provided with out-offices and playgrounds. Nearly everywhere flower beds and borders are to be found. With the population, the attendance is falling, particularly in the County Limerick. There is not such a marked decline in the County Clare, although the tendency is downward, and it is discouraging to see so many fine buildings only half occupied. There are several groups of schools situated very close to one another, some of which will have to be closed eventually.

Teachers.

Of the teachers, the great majority are working steadily, perhaps not always skilfully or successfully, but still doing their best. There are very few cases of deliberate idleness or neglect.

Few, if any, are appointed without being trained, the only possible ones being female assistants. Managers take great pains to secure good candidates before deciding. Young male teachers fresh from training often do poor work for a year or two, but then get into harness, and become efficient. The older teachers cope with the new requirements, with a very fair measure of success—of course, there are exceptions. I fear study is not often continued; it does not lead to promotion, and books are difficult to get, except where Carnegie Libraries are in existence, as in Limerick, Croagh and Rathkeale.

Mr. Hollins notes :—

"In nearly all cases the teachers are by nature and training well fitted for their duties, and work with industry and efficiency. Some of the older teachers have surprised me by the facility with which they have adapted themselves to the new subjects and new methods, and by the success which has attended their efforts. We have many teachers who were young when the new system was inaugurated, and these have taught during the past fourteen years with a high degree of skill and credit to themselves. The young teachers fresh from the Training College require, I have found, from one to three years' experience before they have become thoroughly skilled in the practical part of their profession and are able to produce their best work. In nearly all cases, too, the teachers are in character and appearance models for their pupils to imitate. In these circumstances it is not surprising that in the great majority of the schools the training of the children proceeds on correct lines and leaves little to be desired. I do not find much evidence of advanced study or research on the part of the teachers as a rule. Most, it is true, are keen students of Irish, and prepare for their school work, but of higher study there is not much sign—largely, I think, for want of an incentive. An Irish University or institution which would enable private students to obtain diplomas or degrees in educational and other subjects would, I believe, supply a much-needed stimulus. But apart from these more recondite studies, I have not infrequently had occasion to wonder at the ignorance shown of that useful manual, the 'Notes for Teachers,' more especially on the part of untrained teachers and junior assistant mistresses, who stand in greatest need of the advice given therein, which would prove most helpful to them in their work."

Grouping leads to poor results in the hands of unskilful teachers. One range of a subject is taken for all pupils—II.-VII.—so that young children can derive no profit from the teaching. This is attempted in Drawing, Composition, Geography and History. The advantages of grouping are missed—a good worker in III. is not allowed to work up to IV. standard Arithmetic, and so on.

Attendance and Health of Pupils.

The attendance is decreasing. Of 197 schools with assistants, 49 are depending on the swing back, and the same applies to 21 out of the 78 schools with junior assistant mistresses; any well-sustained increase is rare. Regularity of attendance is well up to the figure for all Ireland, 72.2—in Limerick, 74.3; in Clare, 69.3. The principal cause affecting regularity of attendance is pure carelessness on the part of the parents. In the country regions the grown pupils are wanted for farm work in spring and autumn, and very few are to be found on rolls over 15 years old. In the County Limerick most of the pupils are in comfortable circumstances; in Clare the land is poor, and there is a great

deal of poverty, parents struggling on small holdings of low valuation. Notwithstanding, the children are healthy, their sight is good, but defective teeth are often to be noticed. Dental treatment is not making much headway. Qualified dentists cannot do the work at the figure named. Only two dental clinics are in operation. Compulsory attendance is in force in ten localities, but appears to do very little good; where it is not in operation attendance is quite as regular.

Mr. Hollins remarks:—

"The attendance of the schools has continued much the same during the past three years. In two or three instances the tendency is towards diminution, but this is counterbalanced by increase in other localities. The western region is, generally speaking, affected by irregularity of attendance—and this is not uncommon in the remaining parts of the section—owing to the scarcity of labour. The children as a rule, are sent to school about the age of four, and leave at fourteen or fifteen. The girls remain a little longer than the boys. Most being the children of small farmers and labourers are kept at home as soon as their services become valuable. The majority appear strong and healthy. Several cases of defective eyesight and of dental decay have come under my observation. Both these matters appear to be neglected. The parents do not have their children's eyes examined by a specialist, and in no case has the Commissioners' scheme of dental treatment been availed of in this section. The Patron of Synge School has set a praiseworthy example by having the children treated by a dentist at his own expense. In concluding my remarks on this subject, I would add that, in my experience, tooth brushes are infrequently and insufficiently used, and I am of opinion that this will continue with its evil results until regular tooth-brush drill becomes common in our Irish as well as in many of our English schools."

There is a large number of boys' and girls' schools, about 47 in all, averaging 30-45, which should be amalgamated; the combined attendance would range from 60-90, sufficient for a principal and one assistant, thus enabling the principal to reach first grade, and in addition, saving a large amount of clerical and inspectorial work. Wherever amalgamation has been effected the result is satisfactory. Years ago I advocated amalgamation on occurrence of vacancies long before privileged assistants were sanctioned.

A good deal of improvement has been effected in the training of infants. Organizers' courses for junior assistant mistresses have had a very satisfactory result. Elderly assistants, male and female, naturally make but a crude attempt in Kindergarten; they might, indeed, be dispensed from a style of work in which they will never become efficient; some of them certainly would benefit by the Organizer's lectures.

Mr. Hollins reports:—

"An improvement is to be noted in the training of infants. In a number of schools adjustable dual desks have been provided, and in a few cases the Managers have had a couple of the existing desks made suitable by having the seats raised and foot-rests added. This is a notable advance, as the children are enabled to write, draw and carry out their Kindergarten exer-

cises without stretching and straining. In nearly every school there is a very fair supply of apparatus for Kindergarten and Manual Instruction, and the former monotonous routine is relieved by such occupation. In this connection also, wall cloth for chalk-drawing has been extensively provided, and crayon-drawing is practised in every school. Oral Composition is rarely neglected, and the children are acquiring increased power of expressing themselves clearly and fluently by means of the daily conversation lesson, recitation, story-telling, and object lessons. Most teachers have shortened the half-hour periods in the case of infant classes, with beneficial results. Singing, drill, and games are common, and in general it may be said that these little children are being trained without tedium and monotony in bright and pleasant surroundings."

Gradually more intelligent training is coming in, but various causes are in the way. In *Arithmetic*, indiscriminate use of text-books without due black-board demonstration.

Mr. Hollins' experience is similar :—

"Arithmetic is not sufficiently satisfactory, and this is probably due to insufficient blackboard teaching of the subject, and to the excessive use of text-books by the children. The latter plan is, no doubt, easy and convenient, as it sets the teacher free to attend to another group, but if carried to excess it is detrimental to progress. I do not find a good knowledge of the tables, and the juniors are very often weak at notation, while the seniors are inaccurate workers. Slates and even scribbles have fallen into disuse in most schools, and the work is neatly done in exercise books."

In *History* there is a failure to prepare and read up the matter from text-books other than mere school books. Passing in *History* at Easter or July is not sufficient equipment for teaching this subject, and instruction in the "Notes for Teachers" are not carried out.

Mr. Hollins writes :—

"In *History* I cannot record much advance. As a rule, too much is attempted, and the pupils learn a series of short uninteresting facts, on which they can answer more or less well. It is rare to find a short period taken and treated in some detail with blackboard plans and illustrations, as a result of the teachers' research in some standard work. The text books, which are commonly in the pupils' hands, are not very suitable. It is gratifying to be able to record that the number of schools in which *History* is treated as mere reading matter is very small, and that almost every teacher makes preparation of more or less value for the lessons."

For *Geography*, there is a tendency to fall back on mere strings of names, without any regard to useful details as to commerce, statistics, or climate, and Mr. Hollins points out that :—

"Geography appears to be a subject which is frequently not taught in a sufficiently interesting and intelligent manner. As much attention is paid to minor points—learning by rote names of capes, small rivers and unimportant places, and being able to point them out on the map—as to the larger and more important portion of the subject, while the information is not sufficiently connected. A town is named and pointed out without reference to the fact that it is built near a river, canal, railway line, or another important town, without any statement of its historical association or of the celebrated names connected with it, of the source of its modern greatness, of its famous buildings, public parks, etc."

Oral Composition is improving, and *Written Composition* goes on well where programme requirements and instructions receive attention. I fear the instructions in "Notes for Teachers" are not sufficiently adhered to, most of all as to daily preparation arrangements for *Nature Study*, *Speaking Lessons* and *Drill*. For the last, two half-hours a week are named. I would advocate some reduction of range in purely literary subjects like Grammar, Geography, advanced Arithmetic, to leave full time for Drill, the good effects of which will be permanent. Most of the Grammar and Geography is forgotten as soon as learned, and the advanced Arithmetic is of very little use in after-life.

I have nothing to add to Mr. Hollins' remarks on *Elementary Science*, *Cookery*, *Drawing* and *Needlework* :—

"Elementary Science is taught in an increasing number of schools, but it is a subject which does not excite much interest in the pupils, and to which there is a certain amount of local opposition. I cannot report much progress in it, and find that it tends to become mechanical, except in the hands of a competent teacher with a special aptitude for giving instruction in it.

"Cookery and Laundry Instruction is given in most of our girls' and mixed schools, in about 90 altogether. The pupils are anxious to take these courses, and in some cases remain at school longer than they otherwise would for that purpose. It is also a favourite subject with the teachers, and, judged from the Organisers' reports, the result of the teaching is satisfactory.

"In most schools Drawing is well taught, and in the best the work is excellent. The methods in the 'Notes for Teachers' are receiving increased attention, but pencil-drill is not yet sufficiently general in the junior standards. Creditable work is done, as a rule, in crayon or mass drawing.

"The proficiency in Needlework is high in this section. The teachers are skilful, and impart their knowledge well. It is not, however, uncommon to find one or two branches, for example, darning and cutting out, neglected. This arises from the fact that a judicious division of the time is not made, and, therefore, some branches are unduly attended to at the expense of others. This is a subject in which more use might be made of the black-board."

Singing is very generally taught. A few visits from the Music Organizers would be of great service for beginners who are making praiseworthy efforts to get pupils to sing. Some practical hints by an expert, with some specimen lessons, would help them in their difficulties.

Organization.

Time is often lost between the teachers' examination in the end of June and the date of closing for summer vacation. This can be remedied by fixing the beginning of the school year for the first available school day after the first of August. The year would then conclude with the teacher's examination, and the new standard would start work on the day of re-opening. More importance might be attached to this teacher's examination. It should be made the crowning event of the school year—prizes distributed, leaving certificates awarded, &c. The recognized publishing firms would, I feel certain, give some books gratis to reward the best pupils.

In nearly all cases the organization is workable, but there is a tendency to adhere too rigidly to any method adopted, when circumstances change—as the advent or withdrawal of a monitor or assistant, or when the relative proportion between the various standards becomes altered. What finds most favour is to leave the juniors to one teacher, the seniors to the other. Taking infants with standards IV and V. is not found workable. To keep the two divisions fairly even in number should be the aim. In the large number of single-teacher schools the work has to be got over as well as it can. Some relief is secured by expunging alternate standards, and working with infants II., IV., VI. standards, or infants I., III., V. standards. The difficulties in organizing these small schools are not easy to solve: amalgamation in the case of separate boys' and girls' schools is the best remedy.

Pupil Teachers and Monitors.

I regret I cannot speak highly of the product of the junior staff. Notwithstanding great attention on the part of conductors and teachers these young folk will not exert themselves, as the results of the Easter Examinations show:—

Year.	First division	Second division	Third division	Failed	Absent	Total
1912 ...	0	17	3	22	0	42
1913 ...	1	15	6	14	8	44
1914 ...	2	18	5	5	1	31

The object of their existence is quite nullified. In addition to candidates not being forthcoming, the number of appointments at our disposal is very limited. In my section there are, according to scale, places for 82 monitors, but only 31 are in office, and I had only nine to recommend this year.

I give Mr. Hollins' views:—

"The training of monitors and pupil teachers is satisfactory in most of the schools in which they are employed. The teachers attend well to their extra instruction, and the criticism lessons are rarely neglected. It is observable that the teachers' criticisms have become more pointed and useful, and are no longer characterized by indiscriminate praise. I fear the monitors are not in most cases anxious students, and that they do not endeavour to the extent they should to make themselves proficient in their various courses. To this is mainly, I think, to be attributed the comparatively large number of non-successes at the examinations of recent years."

All this strengthens me in promoting a scheme of the nature explained in my last General Report—to have no monitors, but train approved candidates in the colleges, then apprentice them to good schools to learn how to teach. Examining and selecting

candidates, watching criticism lesson, examining again for first and second year special course, clerical work, are not by any means repaid by the poor output of teachers.

Optional or Extra Branches.

Irish is very generally taken up with a fair measure of success. *Mathematics* is attempted sparingly, and without any marked success. A large number of teachers begin teaching the subject, but give it up as soon as pupils drop off and as the prospect of making anything out of them vanishes.

According to Mr. Hollins :—

"*Irish* and *Mathematics* are taught as extra or optional branches in a large number of schools. The former is now generally taught in the junior as well as the senior standards, and the good result of this will become apparent in a few years. As I am writing a separate report on *Irish*, I will only say here that I have this year noticed a general improvement, and that the pupils have a readier, fuller and more intelligent knowledge of the subject than in former years.

"Owing to the irregularity of attendance in the senior classes and the claims of other branches, the teachers, though they have worked industriously, have been unable to secure a high proficiency in *Mathematics*. In most cases the result is good, in a few very good or fair."

School Gardens are in operation at St. James's, Dangan, Ballycar, Croom, Athlone, Ardagh, Ballinacarriga, Foynes, Caherconlish and Banogue Schools. Several teachers with suitable plots are anxious to become qualified in this useful department, but I suppose applicants are so numerous that it is difficult to accommodate all. Without formal or elaborate courses of instruction, students in the Training Colleges might, with advantage, be shown how easy it is to cultivate ordinary flowers from seed—sweet pea, nasturtium, marigolds, Canterbury bells, &c.; how primroses, ferns, foxglove, honeysuckle from the hedges can be cultivated; and small trees from seeds, such as oak, beech, sycamore, and so on.

With practical subjects, such as cookery, laundry, gardening, becoming more general, some relaxation in the range of subjects is very necessary. In addition to essential branches with Needlework and Drill, teachers might be allowed to take any three or four out of Grammar, Geography, History, Commercial Arithmetic, Elementary Science, Nature Study, Laundry, Cookery, Gardening, Advanced Mathematics, and have these three or four well taught. Attempting to teach the whole range ends in nothing being well taught, while by taking a selection each teacher could develop on his own lines, and teach subjects for which he has special aptitude.

Evening Schools.

As to Evening Schools, Mr. Hollins notes :—

"Fifteen evening schools were in operation last winter. In nearly all cases the teachers worked well, and the scholars attended with very fair

regularity. In addition to the ordinary subjects, Irish and Book-keeping were most generally taught, and a good deal of valuable work was done in both. Many of the scholars possessed a good speaking knowledge of Irish, and required training chiefly in the literary and grammatical side of the language."

There were five evening schools in operation in the Limerick section.

I have to acknowledge the cordial co-operation of the managers in carrying out our work. Requests for small repairs and equipment are complied with readily, and in dealing with the irritating delays in connection with larger grants they show commendable earnestness and perseverance.

I am, Gentlemen,

Your obedient servant,

JAMES F. HOGAN,

Senior Inspector.

The Secretaries,

Education Office,

Dublin.

WATERFORD,

July, 1914.

GENTLEMEN,

I beg to submit a General Report on the schools of the Waterford Circuit for the year ended 30th June, 1914. The inspection area includes all County Kilkenny, all County Carlow, except the neighbourhood of Hacketstown; the south-western portion of County Wexford, and about three-quarters of County Waterford.

School Accommodation and Equipment.

There has been considerable activity in the last two years in the building of new schoolhouses and in the improvement of inferior houses.

Mr. Gloster, who has charge of the County Carlow schools and the greater number of those in County Kilkenny, informs me—

“There is a gratifying activity in the provision of new buildings and in the improvement of existing ones. If the present rate of progress is maintained but few inferior buildings will remain in the course of a few years. Nine new vested schoolhouses have been completed within the past three years, five others are in process of erection, and in five other cases building grants have been applied for.”

There has been similar progress in the Waterford section, which has been in charge of Mr. Bannan for the last five years.

In the City of Waterford, the building of a new house for St. Patrick's School is about to begin, and a considerable addition is proposed for St. Otteran's Convent School.

The supplying of new desks and alteration of unsuitable desks continues; the rate of progress depends largely on the persuasiveness of the inspectors.

A very useful enlargement of the infants' room of St. John's Ursuline Convent School, Waterford, has been carried out; the whole cost, amounting to over £300, having been borne by the community of Nuns.

Mr. Bannan supplies me with the following statements dealing with the school buildings—their upkeep, furniture, heating, cleaning and ventilation:—

“Since the date of the last General Report on the circuit a new school for boys at present housed in a temporary building has been opened at Kilmacthomas. Two small schools, viz., Kilmadden and Ballykeohan, have been discontinued, and on account of low attendance grants have been withdrawn from Garrygaug. During the past year a handsome non-vested school building has been erected at Piltown by the Earl of Bessborough. Building operations have otherwise been at a standstill in the section. Building grants have, however, been sanctioned or recommended in the following cases, in which new vested houses are to be erected to replace unsuitable structures, viz.:—County Waterford, Garranbane; County Kilkenny, Newmarket, Knocktopher, Inishtige, B. and G.; Dunkitt, Mullnavat, Downing Convent; County Wexford, Cushentown and Templetown. New buildings are needed to replace the following outworn or insanitary schoolhouses, viz.:—Poultur, B. and G.; Ballycullane, Clongeen, B. and G.; Dunameggan, Kilbrien, B. and G.; Listerlin. In two of these cases the manager has applied for a building grant. A grant in aid of the erection of a vested house to replace the Kilmacthomas Boys' temporary building has also been applied for; but so far a suitable site has not been procured.

"Substantial alterations and improvements are about to be made to Glynn (vested) building and to the recently-erected vested Convent school at Portlaw. In three or four schools overcrowding has existed for some time. A more vigorous enforcement of the rule regulating the relation of attendance to floor space appears to be necessary. Official instructions for the exclusion of the younger children have been issued in two cases in this section, but have not been acted upon by the managers, who are unwilling to take a step likely to be unpopular with the parents, and certain to result in financial loss to the teachers.

"The improvement and renewal of obsolete school furniture is proceeding slowly.

"Omitting the cases already specifically mentioned, the school buildings are, as a rule, kept in very fair repair. It is not always easy, however, to get repainting of the woodwork done with sufficient frequency. From neglect of the necessary work of repair the woodwork of some vested schools has suffered permanent injury. The cleaning of the schoolrooms is, on the whole, well attended to. Since the heating and cleaning grants were introduced there are much fewer cases than formerly of inadequate heating or neglect of the out-offices.

"The vested schoolhouses built on the new plans are in many respects models of what schoolhouses should be. In buildings of the larger type, however, the symmetrical arrangement of the windows sometimes results in one or more of the classrooms being deprived of direct sunlight. The ventilation of the classrooms is often very imperfect. The elaborate devices of Tobin's tubes, &c., do not seem to be nearly as effective ventilating agents as the ordinary up-and-down type of window sashes hung with weights. A minor defect to be noted is the unsuitability of the huge grates and fire-places in districts where coal is the ordinary fuel."

Reference to the ordinary type of window, moving up and down, leads me to remark that it certainly enables the teachers to ventilate the room thoroughly much more quickly than the type adopted in the vested schoolhouses. The general introduction of cooking stoves has done away with the very useful ventilating shaft supplied by the chimney of the open fire-place, and so makes attention to the opening of windows specially necessary.

Having regard to the fact that the sweeping of the school floors and general dusting have to be done in the great majority of cases by the pupils, under the supervision of the teachers, the state of the rooms is to be described as good, generally. A large number—girls' schools for the most part—are really well kept. All might attain to the standard of the best if both teachers and managers effectively realised the importance of the training that is implied in the careful keeping of the rooms in which children spend so much of their time.

The state of the playgrounds corresponds closely to that of the rooms. Dust inside has often weeds outside. The children have no love for either, but they need the awakening word, and willingly respond.

The importance of keeping the out-offices constantly supplied with dry earth has been impressed on the teachers, but so far the result has not been what was expected. In the County Carlow schools this matter has had considerable attention, and it is so important that I should like to appeal to those managers and teachers who may read this report to support the inspectors of the circuit in their efforts to deal with a question that concerns propriety and health

Mr. Gloster supplies the following observations:—

"The schoolrooms, as a rule, are kept reasonably clean and neat; indeed, not a few of them are models of taste and neatness. The cultivation of flowers in pots or window boxes is very general, and flower-beds or borders are frequently met with; some presenting such a wealth and variety of bloom from early spring to late autumn as would do credit to an expert horticulturist. While the sweeping out of the rooms is generally well attended to, the scrubbing of floors is not done as thoroughly or as often as is necessary. Out-offices are fairly well looked after. The use of deodorants or absorbents is not sufficiently general. Seven schools are not provided with out-offices.

"A sufficient supply of fuel is, as a rule, provided for at least six months of the year. Nevertheless in severe weather many schools cannot be kept to a comfortable temperature owing to the smallness of the grates.

"Forty-seven schools are unprovided with playgrounds, and in the case of a good many others the playgrounds are quite too small. The absence of a playground, however, is not generally felt as a serious inconvenience. Sometimes waste spaces or commonages are available, or some local resident puts a field at the disposal of the children for purposes of recreation."

Mr. Gloster's remark about the insufficient scrubbing of the floors deserves the attention of the managers.

I found cases in which the floors had been washed only once in the year. The question is one of expenditure mainly; but the extra cost needed is not beyond the means of any locality in the circuit.

Attendance and Health of Pupils.

During the two years ended last June epidemics were unusually prevalent, some schools suffering exceptionally. A continuance of this trouble has to be reported. The normal regularity of attendance for the circuit is above average, reaching quite exceptional figures in many of the schools in County Carlow and in a fair number in County Kilkenny.

There has been a considerable extension of the scheme for supplying cocoa for the children's lunch in the County Wexford. Mr. Bannan suggests that schools which adopt the cocoa lunch should have an extra fifteen minutes for recreation in winter.

Organization.

The distribution of the time available and of the teacher's attention receives the inspector's scrutiny at the regular annual inspection as well as other inspections. The younger teachers need and ask for help in the drawing-up of time-tables and the grouping of standards for combined instruction, many of them having a real difficulty in both these duties. Adherence to time-table arrangements is almost universal. Mr. Gloster has found cases in which the pupils have been kept standing for an hour at a time; but I think that his attention to this unwise arrangement has been effective.

He refers to the matter in the following remarks:—

"Grouping of standards is generally adopted on the lines recommended in the Programme, with occasional variations. In two or three-teacher schools the structural conditions, especially insufficient size of class-rooms, often make suitable organization difficult. The supreme importance of

perfecting the time-table, or making it as nearly perfect as possible, is not always realised. Not very infrequently I meet with cases in which time-tables suffer from the glaring defect of necessitating the standing of a group for two or even three half-hours. There is really no excuse for the continuance of this defect, which should reveal itself at once when the time-table is put into operation.

"The time spent in a standing position for any group should, I think, be reduced as far as the available seating accommodation permits.

"It is a matter of common experience that while a person in health may remain on his feet—but moving—without undue fatigue; the standing position without movement produces a feeling of weariness and *malaise*. Nature is a good guide. The theory that it is good for children to spend half their time standing stock-still must be hygienically wrong.

"Intervals for recreation should be more frequent for the juniors, at all events. In some schools—not in all—infants are let out three times or more in the day. I think the practice might be extended, with advantage, to higher standards.

"It would sometimes necessitate prolonging the school hours a little, so as to allow three-and-a-half hours' secular instruction, exclusive of recreation, but this would not be a serious inconvenience; and both teachers and pupils would be all the better for three little intervals of relaxation.

I think that this suggestion has much to recommend it; and that the pupils up to second standard, at least, might be allowed the extra freedom now confined to infants.

Teachers.

General remarks on the zeal and ability of the teaching staff are of little value. Their effectiveness is measured by the state of the schools; and this is indicated with such correctness as natural limitations permit in the inspectors' reports. A very considerable proportion of the reports are decidedly favourable; and though, as is inevitable, there has been some degeneracy, the inspectors of the circuit have been able in the past year to raise a number of the merit marks assigned to the schools as the result of the inspection. It is possible to leave an inspector too long in one district—his critical faculties may get blunted by familiarity, and the relative good be allowed to cloak the absolute good—but if there be co-operation between teachers and inspectors it seems natural that there should be a tendency for the reports to become more favourable. If there is active control and well directed suggestion there ought to be improvement in some direction—that aimed at by the inspector. If the improvement results it is likely to bring with it in a good many cases a reward for the teacher.

Salary was withdrawn in the past year from two young teachers, who had proved unsatisfactory, and they have left the service. Another, who had been twelve years' teaching, has just resigned, as the result of continued unfavourable reports.

Proficiency.

Preparation for work varies greatly. It is especially necessary in History, Geography, and Object Lessons. Geography is not skilfully taught in many schools—partly from want of fulness of knowledge and partly from neglect of preparation. History is

being better dealt with in many schools, Mr. Bannan, who has been five years in charge of his section, having given much attention to the subject.

The improvements in the *Training of Infants* brought about by the appointment of junior assistant mistresses and, above all, by the skilful work of the Kindergarten Organizers, continues. No part of the work of the schools has had more encouragement from official action. Among the hindrances to progress are the defects in desks and the scanty supply of materials for hand-work. Even in these matters a good deal has been done in the past two years. I have come to the conclusion that there is scarcely a school in the circuit in which it is impossible to have a proper supply of desks if the inspectors keep up the pressure. Interviews with the managers are essential. Mere correspondence is seldom effective.

Mr. Gloster considers that

"On the whole, the lot of the infants has improved in recent years, and is improving. Their occupations are more varied and interesting than was formerly the case, handwork of some kind being almost invariably included."

As Mr. Gloster has been less than two years in the circuit, and may be supposed to have a more detached judgment than his colleagues, who have been five years, I give in *extenso* his views on the teaching and proficiency in his schools.

He reports as follows:—

"Speaking generally, I think the style of *Reading* in this section may be described as good. It is, as a rule, reasonably distinct and fluent, and sometimes shows higher qualities of emphasis and correct modulation. The tendency is towards improvement. Sounds, however, are not always produced with sufficient sharpness and precision. Some regular study of phonetics, theoretical and practical, would seem to be desirable. I have noticed that in the teaching of Irish constant practice is given in the production of the various sounds represented by the letter. It is quite usual to find clear and pure in singing, slipshod and careless in reading and speaking, the result evidently of careful training in the use of the organs of utterance in the former case; comparative neglect of such training in the latter. As a rule, I find that the children take an intelligent interest in the subject matter of the lessons.

"*History*.—This is one of the least successfully handled branches of the programme. Some reading on the teacher's part and a thorough knowledge of the period dealt with are absolutely essential for successful teaching.

"*Object Lessons*.—Teachers who have attended courses in Rural Science and Horticulture are by far the most successful teachers of Object Lessons. I have heard some admirable lessons given by such teachers. Germination of seeds, growth of plants under different conditions of light, heat, moisture and soil, are studied, and results carefully recorded and compared. The pupils display a keen interest in these studies.

"*Geography*.—This subject is not, as a rule, skilfully handled. If teachers would follow more closely the lines of the syllabus outlined in the 'Notes for Teachers' the results would be better.

"*Composition*.—Occasionally I meet with very creditable efforts in this subject—always the result of systematic teaching; training of the pupils in the construction of sentences of various kinds; the setting out of the subject under definite headings; the correction of common grammatical errors. More generally, the proficiency is fair.

"*Arithmetic*.—The pupils work too slowly. The pace should be quickened. Speed combined with accuracy should be aimed at. This applies to both mental and written work.

"*Needlework*.—Reasonably well taught, but rarely reaches the high degree of excellence not infrequently met with during the 'Results' period.

"*Cookery*.—I gather from the reports of Organizers that this subject is progressing very satisfactorily in this section.

"*Drill*.—Drill is a regular subject of the curriculum in all schools. While formal drill is not neglected, I do not always find that the deportment of the children throughout the day receives sufficient attention.

"The recommendations contained in the Commissioners' pamphlet on Physical Culture might be more generally adopted with advantage."

In the section of the circuit in Mr. Bannan's charge progress in the instruction in *History* has to be reported. In the senior standards a period has been taken up in many schools, and the work done is a good deal more systematic than it was, the instruction being oral for the most part, and followed by written composition. The time available for the reading of *History* in class is so short that but little effective work can be done without careful preparation by the teacher and systematic lecturing.

In this section there has been a good deal of attention to the study of wild flowers (*Nature Study*). In quite a number of the schools the collection and naming of the flowers has been extensive, and carried on with enthusiasm.

Donard School, County Wexford, in charge of Miss Brigid Byrne, deserves special mention for the good work done in this direction.

So far, systematic instruction in *Rural Science and Horticulture* has been confined to the County Carlow, but classes for the training of teachers have been arranged in County Kilkenny and the City of Waterford, to commence in September next. This matter has been taken up by Dean Barry, of Ballyragget, and the scheme would have been in operation a year ago but for the difficulty of getting an instructor.

During the year there were classes for teachers in Tullow, Carlow, and Bagenalstown—well attended, and successful.

The County Carlow schools were very successful in the competition for prizes, which forms part of the Commissioners' scheme. The best work in these schools is very creditable, and has aroused considerable local interest. A large increase in the number of school gardens may be expected, the only difficulty to be feared being that of finding suitable plots.

Monitors and Pupil Teachers.

The staff of monitors is not large, but quite large enough to afford a reasonable supply of candidates for the Training Colleges.

The results of the final examination of the monitors, which takes place at the end of their third year of service, have not been very satisfactory in this circuit for the last two years. Some of the monitors should clearly have been got rid of earlier in their career; while in my own section, confined to the City of Waterford, failure in an essential subject put an end, for a time at least, to the career of one who has a decided gift for teaching. Monitors are now to be met with in but few schools other than Convent and Monastery schools. In the former they

are found useful in the large infants' departments, so much so that it is necessary to remind those in charge that these future teachers ought to get some experience of the control and instruction of more advanced pupils. There are but few pupil teachers.

Optional and Extra Branches.

Mr. Bannan reports as follows on the teaching of *Irish* and *Mathematics* in his section :—

"Irish is taught in about forty schools; Mathematics in about a dozen. In only two or three is the teaching of either Geometry or Algebra of a satisfactory character. As a rule, the presentation of both subjects is far too abstract. In Algebra, equations and simple problems, which would arouse the children's interest, and give them an insight into its meaning and value, are preceded by much wearisome and mechanical work in multiplication and division which might very well be postponed to a later stage."

Evening Schools.

Of the Evening Schools in his section, Mr. Bannan says :—

"Seven Evening Schools, four of which are in connection with Convents, were in operation during the past winter. Cookery, Hygiene and various branches of needlework formed the staple subjects of instruction in these Convent Evening Schools. The continued success of the very largely attended evening school in connection with St. Otteran's Convent, in the City of Waterford, deserves special notice."

There are seven evening schools in the Kilkenny section, the courses of instruction not going beyond those found in the day schools.

I am, Gentlemen,

Your obedient servant,

W. A. BROWN,

Senior Inspector.

The Secretaries,

National Education Office.

GENERAL REPORT ON THE TEACHING OF IRISH.

DUBLIN,

GENTLEMEN,

August, 1914.

In accordance with your instructions, I beg to submit a General Report on the teaching of Irish in National Schools for the year ending June 30th, 1914.

The following table shows the number of schools in each county in which it was proposed to teach Irish as an extra subject during the year 1913-14; the number of schools in which the bilingual programme was in operation; the number of schools in which Irish was taught as an optional subject on the 31st December, 1913, as well as the number of pupils under instruction in Irish as an optional subject on that date, and the total number of schools in operation throughout the country on the same date:—

COUNTY.	Irish as an extra subject	Bi- lingual schools	Irish as an optional subject	Number of pupils under instruction in Irish taught as an optional subject on 31st Dec., 1913	Number of schools in operation on 31st Dec., 1913
Antrim ...	45	—	7	569	656
Armagh ...	30	—	12	527	261
Cavan ...	17	—	2	158	250
Donegal ...	76	68	74	4,451	423
Down ...	40	—	8	650	485
Fermanagh ...	20	—	2	344	173
Londonderry ...	16	—	4	816	278
Monaghan ...	37	—	12	1,013	178
Tyrone ...	47	—	10	701	352
Clare ...	116	3	56	3,394	251
Cork ...	339	14	63	5,249	696
Kerry ...	169	42	25	2,058	357
Limerick ...	115	—	36	4,517	251
Tipperary ...	47	—	19	1,462	316
Waterford ...	39	3	18	1,097	138
Carlow ...	36	—	1	75	79
Dublin ...	63	—	13	1,426	327
Kildare ...	14	—	1	194	98
Kilkenny ...	46	—	10	796	166
King's ...	25	—	12	757	123
Longford ...	12	—	3	148	104
Louth ...	35	—	4	207	111
Meath ...	28	—	11	706	157
Queen's ...	21	—	5	223	116
Westmeath ...	39	—	5	501	134
Wexford ...	28	—	7	810	173
Wicklow ...	20	—	2	140	125
Galway ...	173	64	60	3,944	408
Leitrim ...	24	—	2	78	190
Mayo ...	167	23	123	7,523	420
Roscommon ...	72	—	15	1,428	241
Sligo ...	79	—	44	2,713	193
Total ...	2,035	217	675	48,675	*8,229

* Includes every class of school.

With reference to the above table, I think it well to point out that in about 30 per cent. of the schools in column 2—the 2,035 in which it was proposed at the beginning of the school year to teach Irish as an extra subject—no classes were presented for examination.

Compared with the preceding school year, there was no material change in the number of schools in which Irish had been taught during the year under review; nor has there been any appreciable difference in the character and scope of the instruction given, or in the methods adopted for imparting it.

Proficiency.

In the following table I am giving a summary of the classes taught for fees during the year, the courses in which they were presented for examination and the proficiency of the pupils in these courses, as estimated by the officers of the Board who tested them. As some classes had not been examined when the returns in this table were furnished to me, and as in some cases where they had been examined no returns were supplied, the table does not give complete information concerning the state of Irish in all the schools where it was taught as an extra subject for fees during the past school year. But the evidence afforded by it as to the proficiency of the classes in respect of which detailed information was forthcoming may be accepted, I think, as applicable to those classes for which returns were not available when this report was being prepared.

Number of Schools visited and tested.	Number of Schools in which was tested the course prescribed for Standards:—				Number of Schools in which the proficiency was "fair" in the course prescribed for Standards:—				Number of Schools in which the proficiency was at least "good" in the course prescribed for Standards:—				Inspector or Organizer who tested the Irish Classes.
	III.	IV.	V.	VI.	III.	IV.	V.	VI.	III.	IV.	V.	VI.	
3	3	-	-	-	-	-	-	-	3	-	-	-	Mr. P. J. Kelly, Senior Inspector.
24	24	20	15	8	5	7	3	2	10	10	6	3	Mr. P. J. Fitzgerald, Senior Inspector.
43	43	28	22	18	16	13	7	7	10	14	12	10	Mr. E. J. Little, Inspector.
23	23	14	12	7	4	8	4	3	19	8	8	4	Mr. E. Dale, Inspector.
36	36	30	26	0	2	3	4	2	24	21	17	6	Mr. J. Fenton, Inspector.
25	19	18	11	6	2	4	3	3	18	10	3	2	Mr. C. P. Dardie, Inspector.
43	2	1	0	0	0	1	0	0	2	0	0	0	Mr. W. J. Kelly, Inspector.
12	12	9	9	4	3	2	1	2	5	4	4	2	Mr. M. Cleary, Inspector.
296	181	151	122	77	2	17	18	12	160	108	87	56	Mr. P. MacSweeney, Organizer.
296	22	20	9	7	1	3	4	1	18	22	4	3	Mr. W. Falconer, Organizer.
276	161	136	70	57	14	10	8	9	124	82	51	43	Mr. D. Deany, Organizer.
21	11	9	5	2	1	1	2	24	100	85	44	27	Mr. H. Morris, Organizer.
193	164	159	87	54	28	34	23	9	2	1	3	0	Mr. J. Coleman, Inspector.
24	16	11	5	1	7	5	1	14	126	119	60	32	Mr. M. Doherty, Inspector.
193	183	152	86	46	49	32	17	0	10	6	0	2	Mr. J. Coleman, Inspector.
22	28	15	10	2	8	7	4	27	124	95	58	46	Mr. M. Doherty, Inspector.
155	177	156	05	63	34	47	27	1	11	4	0	1	Mr. M. Doherty, Inspector.
210	19	11	6	2	5	2	3	7	138	94	59	20	Mr. W. Kane, Inspector.
184	172	144	94	61	18	24	20	0	4	3	1	0	Mr. D. Mangen.
27	7	5	4	1	0	1	2	1	22	13	10	4	
24	23	10	13	8	1	3	2						
21	21	13	7	1	3	2	2	0	15	6	4	1	

Mr. Hollins, Inspector, examined 32 classes in 18 schools. Of these classes 11 were "Fair," and 21, at least, "Good."
 * These classes were taught by Extra Teachers only.

From an analysis of the figures in this table, it will be observed that nearly 90 per cent. of all classes passed the examinations, and that 70 per cent. of them were classed by the examiners as being, at least, "good." This would go to show that the improvement in the proficiency, to which I drew attention in my report for 1912-13, was maintained during the year 1913-14. The improvement, I should like to point out, is more noticeable in the case of Oral than of Written Irish. Written composition, though improving in many cases, has not yet reached a satisfactory standard in a very large number of schools. The inherent difficulty of the subject has a good deal to do with this, but want of adequate preparation on the teacher's part, want of systematic instruction and method in the teaching, want of the necessary knowledge of Irish, want of sufficient time to deal with it, these and other causes have all, more or less, militated against the effective teaching of this important branch.

Bilingual Schools.

There were 217 bilingual schools in operation during the year. Where the conditions were suitable, the work done in these schools was good, and compared favourably with that done in schools where the ordinary unilingual programme was in operation. In the best of them all the school subjects were taught through the medium of both languages. In some of them English was more extensively used than Irish. But where this occurred it was largely due to the fact that the teachers' knowledge of the latter was weak, or that the younger children had only a limited knowledge of Irish when they began to attend school.

The schools inspected on the Bilingual Programme during the year 1913 were classified as follows :—

—	Excellent or Very Good	Good	Fair	Middling	Bad	Total
Number of Schools	48		55	14	6	207
Percentage ...	23.2	43.5	26.5	6.8	0	100

On the subject of bilingual schools the following extracts from reports sent to me by Inspectors and Organizers of Irish Language instruction may be found interesting :—

Mr. Lehane, Inspector, Killarney :—

"The bilingual schools are, on the whole, doing good work. The subjects generally taught effectively, bilingually, are reading, writing, composition, geography of Ireland, simple arithmetical calculations, and Irish songs. In the very good bilingual schools, history, grammar, and advanced arithmetic are taught bilingually."

Mr. Little, Inspector, Llistowel :—

"The Bilingual Programme has been taken up in 13 schools in Section 20m. In 8 of these Irish is freely used as the medium of instruction in all subjects, except perhaps in the advanced part of arithmetic. In the other five English is the favourite teaching language."

Mr. Dardis, Inspector, Donegal :—

"There are 15 bilingual schools in operation, as against 10 last year. . . . I am pleased to note some improvement in the quality of the instruction given in these schools since last year. The organization is now on sounder principles, and the instruction in and through both languages is skilfully combined and co-related. . . . All subjects are now treated bilingually."

Mr. W. J. Kelly, Inspector, Galway :—

"There were 35 bilingual schools in operation in my section last year. 75 per cent. of these schools are doing fine work."

Mr. Fenton, Inspector, Westport :—

"Generally, Irish is as much used as English in bilingual schools. Oral English is well taught, and arithmetic, especially in junior classes, is very quickly learned in these schools."

Mr. Dale, Inspector, Ballina :—

"The pupils of most of the bilingual schools in this section speak Irish fluently. They are, therefore, able to benefit to the full by the teaching in both languages. In some cases there is great mental power and development shown. This is notably the case in Dookough N.S."

Mr. Kane, Inspector, Letterkenny :—

"In bilingual schools all subjects are taught in Irish as well as in English. I find the children quicker and easier to teach, and readier to talk in these schools than in unilingual English districts."

Mr. Cleary, Inspector :—

"Taken as a whole, I am of opinion that the bilingual schools are doing good work, and that the institution of these schools in the Irish-speaking districts was decidedly a step in the right direction."

Mr. Deeny, Organizer for the Counties of Mayo, Sligo and Leitrim :—

"I am still of opinion that bilingual teaching is producing good results, and that the bilingual schools on the whole (there are, of course, exceptions) are better than the ordinary schools in similar districts."

Mr. Morris, Organizer for Ulster (County Cavan excepted) :—

"I visited 46 bilingual schools in Donegal. Of these, 29 appeared to me to be doing good work, 16 only fair, and one was just beginning. . . . There is an all-round improvement in these schools. Irish is used more or less as a medium of teaching in almost every subject in them; but the number of schools is still small in which Irish is used fully as much as English in every subject."

Mr. Coleman, Organizer for Clare, Tipperary and Limerick :—

"I visited the three bilingual schools in County Clare. In one of them work of a very high order is done. In another the preponderance of English makes the work of teaching through the medium of Irish difficult."

Evidence of Educational Gain from Bilingual Teaching.

On the evidence of educational gain from bilingual teaching, Mr. Little writes as follows :—

"In the bilingual schools under my inspection the general merit of exercises in English composition is quite as good as in the purely English-speaking districts. Twenty years ago, or less, to my own knowledge, the attempts at letter writing in some of these same schools were miserable failures. Similar striking progress has been made in the reading and understanding of English. Twenty years ago the pupils could not read or write a single letter of the Irish alphabet. Now their advancement in Irish under these heads keeps pace with their progress in English."

And Mr. Morris remarks in this connection :—

"The better bilingual schools, though found in the most remote districts, might challenge any part of the country for brightness and intelligence of their pupils, and for a clear grasp and accurate expression of what they know."

Irish as an Optional Subject.

In schools where Irish is taught as an optional subject only to the third and higher standards, the value of the instruction scarcely ever, in my experience, rises above mediocrity. But where it is taught in the junior standards, taught seriously, that is, as a preparation for its teaching as an extra subject, the results are generally satisfactory. On the whole, however, optional Irish, as at present taught, is of very little advantage to education, and of no advantage to Irish.

Irish in Evening Schools.

Of Irish in Evening Schools I cannot speak from personal knowledge. But from what I can gather from the information supplied to me, the teaching of the language would appear to be confined largely to the elementary courses, to be mainly oral, and to be, as far as it goes, successful.

Extern Teachers, Preparation for Work, Courses of Instruction.

Extern teachers are disappearing slowly but surely from the schools. The decline in their number is, according to Mr. Morris, who had experience of five of them in his district during the year, to be attributed to two causes :—1. Want of faith in their efficiency; and 2. The difficulty raising their salary."

Of the merits and shortcomings of their work I have spoken in previous reports, and I don't want to say anything further now. Most of them did their best. But they had a good deal to contend with, and the conditions of their work were hard. Wherever they had the co-operation of the teachers, and were backed up by some active organization in the district, their efforts were fairly successful.

There is a general agreement amongst inspectors who deal with Irish classes and the Organizers of Irish language instruction, that some teachers give time and thought to preparation for their Irish lessons; but that in too many cases the lack of preparation

is responsible for much wasted effort. My own experience is that it is generally the most skilful teachers that make it : for they feel not only the importance of doing so, but the necessity for it. Preparation is essential for really efficient teaching, and, to my mind, the teacher who does not make reasonable preparation for his work is not doing justice to the subject, to his pupils, or to himself.

An examination of the proficiency table in this report will show that the main bulk of the teaching is still confined to the elementary courses ; and that of all the classes presented, only 13 per cent. were instructed in the course prescribed for the sixth standard.

Suggestions.

Of several interesting views relating to Irish in the schools which have been embodied in reports sent to me I should like to mention the following :—

1. That children in Irish-speaking districts ought to be encouraged to collect Irish phrases from the native speakers (Mr. Coleman).
2. That, with a view to forming the reading habit in Irish, school lending libraries containing Irish books should be established (Mr. Kane).
3. That there should be a seventh standard course, and that the junior pupils should be brought under instruction (Mr. MacSweeney).
4. That Irish, if taught at all, should be taught as an ordinary subject, especially in the border districts, between the purely English-speaking and the purely Irish-speaking ones (Mr. Fenton).
5. That to make Irish acquired in school productive of lasting or permanent results, continuation classes are needed for the pupils who have finished their school course (Mr. Morris).
6. That the failure of many Irish-speaking parents to use Irish as a medium of conversation with their children is prevalent, and has a ruinous effect on the progress of the language.

Irish Colleges and Classes.

The spread of a knowledge of Irish among teachers is steadily increasing. Many of them attend the "Irish Colleges," and get the certificates of these institutions.

The Irish classes established for teachers in technical schools are contributing to this also. The advantages of these classes and their potential effect on the future of Irish in National Schools have not yet, so far as I know, been fully realised outside the County Carlow. Efforts are made in other counties to utilise the Irish classes in technical schools for giving a knowledge of Irish to teachers, but in no other county have these efforts been so thorough or so well responded to as they have been in Carlow. The Committee for Technical Instruction in this county established Irish classes for teachers at Tullow and Carlow last year.

Over 100 teachers attended these classes. At the end of the session these were examined by the Board, and the vast majority of them were recognised, after examination, as provisionally competent to give instruction in Irish in their schools, with the result that the language will be taught, probably, in all the schools of Carlow during the year 1914-15.

I should like to remark here that the Carlow *Coisde Ceantair* sends the most eligible of the teachers—i.e., those most likely to profit by the instruction—to "Irish Colleges" each year for a session, giving them scholarships of the value of £5 each towards the defrayal of their expenses. The teachers, at all events, will continue to attend the classes in the technical schools until they have succeeded in getting full certificates either from the Board or from some of the "Irish Colleges." The spirit with which the teachers of Carlow have taken up the study of Irish is much to their credit. They have been aided and sustained in their efforts by the earnest co-operation of some of the priests of the county, and by the influence and support of their Bishop, who saw the possibilities for good of these Irish classes, and advised and encouraged the teachers of his diocese to avail themselves of the opportunity afforded by them to get a competent knowledge of Irish.

Let us hope that the example given by Carlow will not be lost on the rest of the country.

King's Scholarship Examinations.

Nearly a thousand candidates took up Irish at the King's Scholarship Examination last Easter. The majority of these had a good knowledge of the texts prescribed. The answering in grammar was, on the whole, good. In written composition, however, the standard reached was barely fair. I applied the oral test to 139 candidates myself. About 30 per cent. of them were good, and the oral knowledge of Irish possessed by the others would range from bad to fair.

Training Colleges.

Good work continues to be done in those training colleges in which Irish is taught. If more time was available, the work done would be considerably better.

I am, Gentlemen,

Your obedient servant,

D. MANGAN.

The Secretaries,

Office of National Education,

Marlboro' Street, Dublin.

REPORT ON SCIENCE INSTRUCTION IN IRISH NATIONAL SCHOOLS FOR THE SCHOOL YEAR 1913-1914.

July 30th, 1914.

GENTLEMEN,

I beg to submit a report on instruction in Elementary Science and Nature Study for the year 1913-14.

Miss Emily S. Maguire, who was appointed Sub-Organizer in 1900, resigned in October, 1913, having been incapacitated from work since July, 1912, after a long period of indifferent health. Her successor, Mr. W. J. Donlon, B.A., took up duty in February, 1914, and was placed in charge of the Cork district in April last. The limits of the district assigned to Mr. Donlon have not been finally determined until some of the arrears of work due to Miss Maguire's long illness have been overtaken.

During the year 593 schools have been visited, but through the twenty-five revision courses conducted by Mr. Ingold and myself a much larger number of schools have been influenced.

The following table shows an analysis of the reports made on the visits to schools:—

	Mr. Heller.		Mr. Ingold.		Mr. Donlon	
	No. of schools	Per cent.	No. of schools	Per cent.	No. of schools	Per cent.
Excellent ...	2	0.9	5	2.1	4	3.3
Very Good ...	35	15.0	40	16.6	24	20.0
Good ...	78	33.4	104	43.3	23	19.2
Very Fair ...	36	15.4	57	23.7	18	15.0
Fair ...	39	16.8	21	8.8	26	21.7
Weak ...	39	16.8	9	3.8	25	20.8
Bad ...	4	1.7	4	1.7	0	—
Totals ...	233	100.0	240	100.0	120	100.0

Total schools visited, ... 593

Schools "good" or better than "good," ... 53 per cent.

Number of schools equipped, ... 2,522

The number of schools at present provided with equipments is somewhat less than the numbers stated above, as some equipments have been wholly or partially withdrawn, and a few have been destroyed by fire and not replaced. In a few schools the apparatus is not employed owing to lack of training on the part

of the teacher, and in a good many others it is not employed for no other reason than that it is easier to do without it. There are still a considerable number of important schools unequipped in which no adequate substitute for elementary experimental science is taught. These schools, which, year after year, evade the Board's regulations, have a damaging effect upon the instruction in neighbouring schools.

Proficiency.

The larger schools, especially the Convent schools, are doing good work, and a reasonable rate of progress is maintained. The revised programmes, which have focussed the teachers' attention upon the application of the lessons to common experience, have done much to introduce a saner type of instruction, and to call for more thought and interest from the pupils. Many small schools are doing excellent work, the difficulties of instruction being reduced by the smaller numbers in the classes; but in a large number of small schools instruction is weak, because the subject receives irregular attention and little preparation. The teachers of most of these weak schools are capable of far better work than they are doing, but many of them are of opinion that the thought and energy necessary for an interesting and useful lesson in science "does not pay."

With effective and regular inspection of the methods as well as the scope of instruction a large increase in proficiency would result. It is practically impossible for me to arrange to visit schools at the hour assigned to the science lesson, but occasionally my visit coincides with the period. When this happens it is not an unusual occurrence to find the class at arithmetic or some other peaceful occupation. In these weak schools, if one lesson a week were really taught to the best of the teachers' ability the proficiency would increase at least 100 per cent.

The teachers work under more difficult conditions than exist in the other countries with which I am acquainted, and although there is a considerable amount of culpable negligence, there is also a steady and tangible improvement in the standards of teaching skill displayed. Our best schools could, I believe, hold their own with any schools elsewhere.

Maintenance of Equipments.

There is no improvement in the maintenance of the equipment grants of apparatus; the obligation to maintain these in a condition of working efficiency is lightly regarded. In many schools the consumable stock has, in the natural course of events, disappeared; and in consequence instruction is at a standstill or so subordinate to the residual stock that any logical sequence of lessons is impossible. In the average case the expenditure of £1 would meet the most urgent necessities.

Nature Study.

In the lower standards Nature Study is fairly well conducted; much of it, however, approximates to the disconnected and didactic object-lesson type. The *raison d'être* of nature study is to form *accurate* habits of observation, expression and reasoning; more than in science, it is the kind of lesson rather than the subject-matter that is of importance.

In the many hundreds of schemes that pass through my hands every year there is more evidence of an attempt to make the instruction seasonal, but too frequently it is the object rather than the subject that is taught. Often the scheme is a long list of flowers, without regard to special difficulties they may present. For example, the "daisy," a flower that it is impossible for a beginner to understand, is generally early in the list. Nearly every lesson is educationally the same, and they soon become mechanical and purposeless. One or two typical simple flowers should be treated very carefully, and then three or four other flowers taken at every lesson, until pupils have learnt to recognise thirty or so of the most common wild flowers. The chief value of these lessons is that they often give a life-long interest in flowers. The repetition week after week of lessons on individual flowers to the neglect of all the other aspects of the living green plant is waste of time, and often very dull.

In the senior classes the lesson differs very little from that given in the first and second standards, and does not, therefore, exercise the thinking powers of pupils adequately. As a mental training nature study becomes valuable when it becomes experimental, that is, when a definite study of the conditions of plant growth is attempted; and before much progress can be made in this direction a thorough grasp of the meaning of the simplest physical and chemical changes is essential; otherwise, pupils are taught in language they do not understand; instruction becomes purely didactic, and results neither in knowledge nor mental growth.

The nature of the changes and the conditions of plant growth are so complex that it is difficult to arrange properly controlled experiments which would justify broad generalisations; the slowness of the changes introduces other difficulties much accentuated by the conditions of school work.

Educationally, the principal purpose of science instruction is to teach children to experiment, which is chiefly an intellectual rather than a merely practical training. The art of experimenting cannot be learnt from the complex materials and processes of plant or animal life, or from the many complex problems of the home, unless pupils have already learnt to experiment upon the more simple transformations of inorganic matter.

In the well-intentioned efforts to make education practical, and in closer touch with life, there is an unfortunate desire to get there too quickly, and to skim or neglect the foundations upon which the superstructure is to be erected. Some course of elementary physical science, such as our programmes present, is the very alphabet of any serious study of plant life or of domestic

science. Any attempt to shirk it will lead, as it always has led, to superficiality and failure. We have too many "horrible examples" in English and American education not to take their lessons to heart.

School Gardens.

It is too early yet to attempt a critical survey of the work accomplished by the school gardens; the results, so far, are of a very hopeful character. Teachers and pupils have displayed an interest in the garden work which no class-room subject is likely to arouse. Incidentally, an important lesson is being taught—that school work to be effective need not necessarily be a dull routine; it is introducing a new point of view as to the functions of school work which is certain in the course of time to affect profoundly the instruction in subjects of greater scholastic seniority.

The class-room work in Rural Science—another name for Nature Study—is not, on the whole, satisfactory; the lessons are not prepared with sufficient regularity, nor are they correlated to any great extent with the garden work. More discussion in the class-room should be given to the reasons for and results of, the garden operations.

The programme in Elementary Science for Standard IV. should at least be covered before boys begin Rural Science or girls begin Domestic Science. If this course has not been covered previously it should be taught in parallel with the applied subjects.

Revision Courses.

Short revision courses for teachers have been conducted in the following centres:—Clonbur, Maryboro', Kildare, Clonmel, Wexford, Maynooth, Dublin, Dundalk, Cork, Londonderry, Belfast (two classes), Ballymena, Carrickmacross, Castlebar, Swinford, Strabane, Monaghan, Lisburn, Ballymoney, Kilrea, Limavady, Omagh, Banbridge and Castleblayney.

These classes were well and regularly attended; the teachers evincing much interest in the work, and occasionally participating in discussions on methods of instruction. The opinion expressed in my last report that these classes are much needed, and fully appreciated by teachers, has been confirmed by this year's working.

Classes under Department of Technical Instruction.

Classes in Elementary Science were organized by local Technical Instruction Committees in the following centres:—Ballymena, Larne, Belfast (two classes), Sligo and Galway.

Except in Ballymena (where the supply of teachers anxious for science instruction seems inexhaustible), the classes have been small, the demand for such instruction having been supplied in previous years.

Written Work in Science.

I have in previous reports referred to the tendency in many schools to subordinate the science instruction to the written compositions on the lessons, so that the greater part of the time that should be devoted to instruction is employed in writing and re-writing notes. The written work should be regular, but discretion should be used in selecting the lessons and experiments to be described, so that it does not interfere with the weekly prepared lesson.

Mr. Ingold refers to this matter :—

"I would again emphasize the fact that too much time is devoted in the schools to the written work, and that, consequently, a much smaller proportion of the syllabus is, as a rule, covered than should be done. In most of the equipped schools the nominal amount of time given to science is adequate, but often two-thirds of it is actually given to composition. The only remedy I can suggest is that inspectors should insist on all the time noted for 'science' on the school time-table being utilized for demonstration or practical work, and that the written work in science should be done during composition time."

I beg to remain,

Your obedient servant,

W. MAYHOWE HELLER,

Inspector of Science Instruction.

4 Sidney Terrace,

Upper Lesson Street.

GENERAL REPORT ON INSTRUCTION IN DOMESTIC ECONOMY.

DUBLIN.

GENTLEMEN,

July, 1914.

I beg to submit a report upon instruction in Cookery, Laundry and Needlework in the National Schools for the year ending 30th June, 1914.

Teachers' Classes in Cookery and Laundry.

The Organizers conducted Cookery and Laundry Classes for teachers at the following centres:—

Organiser.	Centre*	Number of Teachers
Miss Stevenson	Ballyshannon (L) ...	20
	Dungannon (L) ...	14
Miss Brunker ...	Maryboro' (L) ...	12
Miss Dunlea ...	Gorey (L) ...	14
	Wexford (L) ...	12
	Abbeyfeix (L) ...	16
Miss Patten ...	Bandon (C & L) ...	15
	Cork (L) ...	13
	Cork (C) ...	11
	Skibbereen (L) ...	18
Miss McDonnell ...	Carna (C & L) ...	13
	Ennis (C) ...	18
	Gort (L) ...	12
Miss Porter ...	Maynooth (C) ...	4
	Midleton (L) ...	16
Miss Ebrill ...	Thurles (L) ...	9
	Fethard (L) ...	11
	Clonmel (L) ...	9
	Tipperary (L) ...	10
Miss Acheson Smyth ...	Carriekmacross (L) ...	18
	Crossmaglen (L) ...	9
	Castleblayney (L) ...	14
Miss Earle ...	Armoyle (C) ...	11
	Bailieboro' (L) ...	15
	Roscommon (L) ...	18
	Boyle (C) ...	9
	Elphin (L) ...	17
Miss Wallace ...	Mohill (C) ...	17
	Castlebar (L) ...	15
	Westport (L) ...	15

* C—Cookery Class. L—Laundry Class.

Technical School classes for Teachers.

During the Session ending June, 1914, Domestic Economy Classes for National Teachers were held at the following Technical Schools :—Armagh, Ballymena, Banbridge, Belfast, Carlow, Dundalk, Larne, Limerick, Londonderry, Lurgan, Monaghan, Newry, Armagh, Portadown, Sligo, Tralee, Waterford.

Number of Schools Teaching Cookery and Laundry.

The following table shows the number and distribution of schools in the various counties in which Cookery and Laundry, either as separate subjects or combined as Domestic Economy, were included in the programme for the year ending 30th June, 1914 :—

COUNTY.	Cookery.	Laundry	Domestic Economy
Antrim	287	33	1
Armagh	71	11	3
Cavan	79	12	—
Donegal	101	22	4
Down	156	27	2
Fermanagh	66	7	2
Londonderry	93	12	2
Monaghan	44	10	3
Tyrone	107	24	3
Clare	92	31	7
Cork	258	58	23
Kerry	118	52	8
Limerick	78	25	11
Tipperary	95	36	5
Waterford	39	15	—
Carlow	24	7	3
Dublin	122	22	3
Kildare	35	2	6
Kilkenny	52	14	2
King's	39	5	2
Longford	36	13	2
Louth	39	1	2
Meath	54	10	3
Queen's	32	12	9
Westmeath	48	8	4
Wexford	56	12	—
Wicklow	37	5	1
Galway	127	58	6
Leitrim	66	12	5
Mayo	169	36	12
Roscommon	92	32	5
Sligo	61	27	3
Total	2,773	661	142

Pupils' Classes at Technical Schools.

Pupils from 84 National Schools attended the following local technical schools for instruction in Cookery and Laundry :—

Strabane	Ballymoney	Limavady	Coleraine
Portrush	Antrim	Larne	Magherafelt
Ballyclare	Cookstown	Lurgan	Portadown
Banbridge	Carriekfergus	Dromore	Bangor
Holywood	Newtownards	Donaghadee	Newry
Drogheda	Arklow	Blackrock	Bray
Pembroke	Kilkenny	Cork	

Certificates of Merit.

Pupils from the following schools were presented for Certificates of Merit in Domestic Economy :—

COUNTY	School	Number of pupils presented
Carlow	Carlow Presentation Convent ...	7
	Bagenalstown Convent ...	13
Kildare	Monasterovan Convent ...	8
	Kilcock Convent ...	8
King's	Portarlinton Convent ...	6
	Edenderry Convent ...	4
Queena's	Mountrath Couvent ...	9

Generally the instruction was of a useful and practical character, the work done by the pupils for the final tests being very creditable.

Special Classes.

At the Presentation Convents, Thurles, and George's Hill, Dublin, there are special classes for those children, who, in consequence of not having been sent to school at an early age, are backward and neglected for their years. At George's Hill Convent the programme is arranged so as to include weekly $1\frac{1}{2}$ hours' Cookery and $1\frac{1}{2}$ hours' Laundry instruction. Needlework daily $1\frac{1}{2}$ hours, including practice in the use of the sewing machine. Classes of this kind afford great opportunities for developments in poorer districts.

The question of expense is a consideration, because materials for needlework, cookery and laundry must be provided by the managers.

Owing to special circumstances at St. Comgall's N.S., Bangor, County Down, the boys receive instruction in cookery.

The managers of St. Otteran's Convent, Waterford, have furnished a cottage for housewifery classes in connection with the special course of Domestic Economy for girls over fourteen years' old. Excellent work is being done in this section.

Needlework.

There were forty-four Industrial Departments in operation in National Schools.

At Granard Convent this branch was discontinued in accordance with the regulations, owing to the death of the special teacher.

Owing to arrangements in connection with the re-organization of the Domestic Economy staff, the number of schools in which needlework was formally inspected has been much less than in previous years.

In a number of cases it was only possible to examine the work of one or two standards, because cookery or laundry classes were being examined at the same time. However, speaking generally, needlework is making very satisfactory progress.

Mending should be much more commonly taken up in the sixth and higher standards, as it is obviously extremely important and practical. In several instances a monthly mending day has been suggested, but so far the idea cannot be said to have met with approval.

Collective teaching is fairly general, but demonstration pieces and the use of the black-board are not nearly so commonly found as they should be.

Garment making appears to be in much greater favour now. Miss Cullen, writing on this point, states :—

"There is a notable improvement in the number of garments made during each year. In many schools the senior girls make two or three and sometimes four garments, and it is not unusual, though not prescribed in the programme, to find children in Standard II. making pinafores. This good result has been very much aided by allowing children to take home a garment immediately it is completed, provided they bring material to begin another. Under the results system it appears that each garment made had to be kept till the annual inspection, which obviously would not be so satisfactory."

As a rule, cutting-out is a part of the programme in which the classes are most backward. It calls for more preparation on the part of the teachers than other branches.

The programme for seventh and eighth standards leaves practically everything in the teacher's hands; it is stated, "as in sixth standard with greater proficiency." If the programme was more detailed the results might be better. I have seldom found the work of these classes sufficiently progressive or varied. In comparatively few schools do the teachers grasp the opportunity which the absence of a definite programme affords to make the girls bring their needlework into touch with the actual needs of everyday home life. The majority are quite satisfied if one garment and samplers are made.

Training Colleges.

The results of the tests for King's Scholarships and of the King's Scholars were satisfactory.

The candidates had more time than usual at their disposal, because the tests were shorter than usually given. As a result the average percentages gained were high.

General.

Up to this year there have been only four needlework Organizers. Unless under very exceptional circumstances, each school could only be reached every three or four years; in fact, many of those inspected in 1913-14 had last been visited in 1908-09. Under the new arrangements we hope to be able to inspect the majority of the schools annually. This should be of great help to young teachers and junior assistant mistresses.

I am, Gentlemen,

Your obedient servant,

C. M. SHULEY.

The Secretaries,

National Education Office,
Dublin.

GENERAL REPORT ON KINDERGARTEN INSTRUCTION.

CAVAN,

July 14th, 1914.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the progress of Kindergarten methods in the National schools for the year ended June 30th, 1914.

During the past year the time of the organizing staff was spent chiefly in visiting and organizing schools. Very few classes of instruction for junior assistant mistresses were given, as many of these teachers have now been trained, and it was considered advisable to visit them in their schools, and ascertain to what extent they were carrying out the knowledge gained during their month's course of training.

I visited 193 schools in Counties Dublin, Louth, Meath, Cavan, Monaghan, Armagh and Antrim. Of these, 33 were Convent schools, 25 infant schools, and the remaining 135 were schools in which junior assistant mistresses were employed. I also organized the following schools:—

Loreto Convent School, Rathfarnham—2 weeks.

Warrenmount Presentation Convent School, Dublin—2 weeks.

St. Mary's Boys (Infants), Drogheda—2 weeks.

St. James (G.), Athboy, Co. Meath—1 week.

Kells Convent (Infant)—2 weeks.

In Dublin, Belfast, Portadown, and Dundalk the work done in most of the schools was very encouraging. The teachers showed keen interest in their work, and were anxious to gain and willing to adopt any new ideas given to them.

Some of the best schools visited were:—Stanhope Street Convent School, Gardiner Street Convent School, Pro-Cathedral Girls (Infants), Blackrock Convent School, Dublin; the Model School, Belfast; Dundalk Convent (Infant) Girls, St. Malachy's (Infants), and Portadown (Infants).

The Pro-Cathedral Girls' Infant School, Dublin, attended by a large number of children from a poor and squalid neighbourhood, made distinct progress during the past year. I visited the school in June, and was astonished and delighted with the Drawing, Paper-Cutting, Plasticene and Paper Modelling, and Raffia work done by the infants. In addition to making a number of simple and interesting objects with various materials, these children had made all the furniture and decorations for a doll's house. The teacher told me that the children took the greatest interest in this form of handwork, and gave suggestions regarding the making of the furniture; they also modelled in plasticene ornaments for the rooms similar to what they had at home, or had seen in the shop windows.

I think that teachers are at last taking a more intelligent interest in hand-work and its possibilities as a factor in education.

Children are no longer limited to sticks, paper, and the simple building gifts, but are given paper-tearing, paper-cutting, plasticine and clay modelling; and, later on, paper modelling, raffia work, toy making, and brush painting. "*Hand-work and its Place in Early Education*," by Laura Plaisted, is a book which should be read by all teachers interested in the development of hand-work.

In all the Convent and large infant schools visited reading, writing and number were, as a rule, well taught. Singing and games received due attention, and in some schools the children recited very nicely. Folk dancing has been taken up in many schools, and is a source of joy to both teacher and pupils.

Regarding the 135 schools visited in country districts: in some of these good work was being done. The teachers' notes showed careful preparation, and the scheme of work indicated a very fair knowledge of Kindergarten principles.

Old-fashioned and unsuitable desks were to be found in many of the schools visited in counties Cavan and Armagh. In some schools there was an adequate supply of Kindergarten materials.

The subjects requiring attention in all the schools visited were:—Story-telling and Language training, Recitation, Singing, Games, Drawing and Hand-work generally.

I found the first and second standard boys occupied at bead-threading in one school. This showed a decided lack of common-sense on the teacher's part, as bead-threading is only suitable for infants.

The story is often carelessly prepared, inadequately illustrated, and narrated in such a monotonous tone that it fails to interest the children, and thus is soon forgotten. Recitation usually consists in allowing the children to learn off any pieces of poetry to be found in their reading book. The children repeat them indistinctly, and without any attempt at reasonable expression. I have advised teachers to teach the children nursery rhymes and simple interesting poems, and to recite them first to the class slowly and distinctly. Children are so imitative that if the teacher is at all dramatic she can arouse this instinct in her class.

Games are rarely taught, and if so, the same games are taken again and again, until children get tired of them.

Miss Dickenson's book on "*Swedish Drill*" suggests a number of outdoor games; and Kerr's "*Guild of Play*," price 1s., contains some of the most interesting of the old-fashioned singing games. These books are cheap, and could be procured by any teacher interested in her work.

Drawing, crayon and pencil, still requires great attention. Much of the mass drawing in schools is given without any definite plan in the teacher's mind. The children are not trained to hold the chalk or crayon properly during the initial stages, and are allowed to draw too heavily.

Mr. Dick's excellent book on "*Drawing in Mass and Line*," which has lately been published, ought to be of great service to all inexperienced teachers. The book is definite and concise, and the aim of mass drawing is clearly shown and explained.

The objects selected for pencil drawing are frequently uninteresting, and the children are permitted to draw without any preliminary pencil drill.

We do not expect a month's course of instruction to develop an untrained teacher into an expert. It is marvellous what a difference this short term of training makes when the teacher is young, receptive and anxious to succeed. More satisfactory results would follow if the teacher would procure and study carefully a good book on method. Teachers are too much inclined to work in a groove, and they allow their brain power to become lax, so that when a new idea is presented to them they seem to dislike the trouble of working it out. I am constantly urging teachers to read suitable books and educational journals. The brain requires stimulation, and in country places, where teachers rarely have an opportunity of meeting to discuss their work, it is absolutely essential that they should try to keep abreast of the times by means of reading.

An account of the Work done by my Assistants.

Miss Beveridge organized 13 schools, of which 11 were Convent schools. She also visited and inspected the infant schools in 39 Convents, and visited and reported on the general work of the junior classes of 134 National schools, in most of which junior assistant mistresses were engaged.

The following schools were organized:—Stradbally Convent, County Waterford, 1 week; Clashmore Boys, County Waterford, 4 days; Tullow Convent, County Carlow, 1 week; Rochford Bridge Convent, County Westmeath, 1 week; St. Peter's Convent, Athlone, County Westmeath, 2 weeks; Rathangan Convent, County Kildare, 2 weeks; Bray, Loreto Convent, County Wicklow, 10 days; Ballymahon Convent, County Longford, 1 week; Edgeworthstown Convent, County Longford, 1 week; Newtownforbes Convent, County Longford, 1 week; Tullamore Convent, King's County, 2 weeks; Castlepollard Infants, County Westmeath, 4 weeks; Athy Convent, County Kildare, 4 weeks.

At the last-mentioned courses 17 junior assistant mistresses received instruction.

Miss Beveridge reports on her year's work as follows:—

"Of the 39 Convent Schools which I visited, and which had previously been organized by one of the Board's Organizers, I classed 2 as doing 'excellent work.' These were—Newtownforbes Convent, County Longford, and Thomastown Convent, County Kilkenny. Of the remainder, 14 were doing 'very good' work, 13 'good,' and 5 marked as 'very fair.' Regarding the 134 National Schools visited, I reported on 7 as doing very good work, 41 good, 31 very fair, 53 fair, and 2 middling.

"The work in these schools was carried on in many cases under very adverse conditions. Out of the 134 schools visited, only 80 were provided with class-rooms, while but 24 were furnished with desks in which small children could be comfortably seated. An adequate supply of materials for Kindergarten Hand-work was only found in 9 of the 134 schools. This last difficulty still remains the biggest obstacle to the furtherance of our work. Pending the time when a grant will be made to the schools for this purpose it would, I think, be a wise plan to send a printed list of materials and their various costs to the inspectors in each district; and a list of the most

valuable materials which could be procured for 5s. and 10s. This would secure that managers who will give a small sum of money, or teachers who have a little to spend, could select the requisites which will prove most useful to them, and thus small sums, often expended most unprofitably, could be turned to good account. This suggestion was made to me by an inspector, and I have furnished him with such lists.

"As to the methods of teaching employed in the various schools, I think that a general improvement is visible. Reading is in most instances well taught, and both the 'phonic' and 'look and say' methods are gaining in popularity.

"School Gardens have done much in improving the children's knowledge of flowers, and, on the whole, Nature Study is approached from a more interesting standpoint: lessons on soap, needles, and candles to small children are now rarely met with. In Drawing a very decided improvement can be recorded.

"As formerly, I have found almost all the teachers earnest in their work, and very ready to adopt any suggestions given them."

Miss Treanor held one course of organization for teachers in Buttevant, County Cork, where 10 teachers attended. She also organized the infant departments of the following schools:—Bruff Convent, County Limerick, 2 weeks; Clonakilty Convent, County Cork, 2 weeks; Mallow Monastery, County Cork, 2 weeks; Ballysteen Infants, County Cork, 1 week; Kinsale Convent, County Cork, 2 weeks; Passage Convent, County Cork, 2 weeks; and visited 145 schools in Counties Cork and Limerick.

Miss Treanor writes as follows regarding the work in her district:—

"Without doubt a great improvement has taken place in the training of juniors in National Schools, not of course during this year, but during the past five years. Some attempt at suitable training is to be found in most schools, and in all the need for suitable training is acknowledged. This is a step forward. Not many years ago so-called 'Kindergarten' work was looked on as a 'fad,' and any place and any teacher was good enough for infants. The effect of this idea is still felt, however. In my experience, I often have to make the best of poor teachers and poor accommodation. The better teachers have for so long taught older children, they cannot suit themselves to the little ones, and the poorer teachers have forgotten any literary knowledge they ever had, and are incapable of teaching older children. So it comes about that the Organizer has to put up with a low standard of efficiency, knowing that the teachers she is working with are unequal to anything higher. The children, of course, suffer. Even in large and important infant schools and departments there are too many untrained and indifferent teachers to be found. The absence of suitable accommodation and apparatus is still to be deplored. With regard to the latter, I think more use might be made of such materials as paper, sand, wool, straw, odd pieces of calico, &c. These are to be found in every house, and I have seen good results from children using these homely materials to express ideas gained in other lessons. Another thing to remember in this connection—the best of accommodation and most complete set of apparatus will not make up for poor methods of teaching Reading, Writing, Arithmetic and Hand-work, for lack of games and physical exercises. I have found many of Madame Montessori's occupations excellent, and they can easily be made at home:

"Discipline.—I think there is a mistaken idea of discipline in many schools. I sometimes think the children are like a flock of sheep—able to follow, but almost incapable of translating into immediate action an unusual order. I hope this repression, which now often passes for discipline, will soon be estimated at its real value, and that the higher and true form of discipline, that based on liberty and activity, will take its place."

Miss Beamish inspected 252 schools in Counties Derry, Leitrim, Sligo, Tyrone, Fermanagh, and Donegal; and organized three schools—Enniskillen Model Infant, Bundoran Convent School, and St. Eugene's Infant, Londonderry. Junior assistant mistresses attended the courses held in Enniskillen and Bundoran, at which centres 37 of these teachers were trained.

In her report, Miss Beamish refers to the work done by junior assistant mistresses in her circuit:—

"I think it is advisable to visit within the year—those teachers who have attended a Kindergarten course—and see how far Froebelian methods have been introduced.

"As far as the school work itself is concerned, I find that where games, recitations and conversational lessons have been well introduced there is a decided improvement in the children generally—they cease to show that extreme shyness which makes them so often appear backward.

"If teachers would only realize the value of pictures in the teaching of infant classes—especially the junior infants—one would see them more generally used. I mean not only the printed pictures, but simple black-board or brown-paper illustrations.

"The meaning of correlation or connection of work seems to be generally understood, but greater variety as regards the work generally is required."

Miss Pedlow inspected 278 schools in Counties Antrim, Tyrone and Down, and organized the infant departments of Castlederg Girls and Ballycastle Convent Schools, spending one month in each centre. At these two courses 23 junior assistant mistresses were trained.

Miss Pedlow also spent two days in each of these schools:—Moy (2), County Tyrone; Lower Market Street, Dungannon; Connor and Kells National School, County Antrim.

Miss Pedlow writes:—

"*Oral Composition.*—In my district I notice a distinct improvement in this subject in the junior standards. I dislike the method (very prevalent in our schools) of asking the children to reproduce in their own words stories told them. . . . This story-telling has its aim (perhaps)—voice production; but there is a much easier and more practical method of producing the speaking voice—that of teaching the children short pieces of poetry, carefully chosen. Free drawing or free work of any kind with oral explanation of same is an excellent way of teaching composition to young children.

"*Reading.*—If the babies are trained to speak properly—that is, trained to open their mouths and breathe in the right way—I generally find that later on there is no difficulty whatever in teaching the children to read well.

"*Arithmetic.*—In our schools the children are taught to be fairly quick calculators, but the real value of relations is rarely dealt with. I think it is more or less a pity, as relation, decimals, &c., are so easily taught to children in the first and second standards.

"*Writing.*—I wish that we could prevail on teachers to introduce the Vere Foster upright copy-hooks (to be used twice a week). I have been particularly interested in the Writing during the past year, and have come to the conclusion that in order to get as good a result as is possible in the time (the school-life of the child), we must choose the easiest method. A baby, naturally, begins with the upright stroke. Why not then continue this instead of introducing a new and more difficult style? The Vere Foster upright writing is easily read—there are no flourishes, and there is no difficulty in teaching it.

" *Drawing.*—Mass Drawing is very interesting to children, and certainly there is a great deal to be said in its favour. I think it should be taken in Standards I.-II. as well as in the infant class. Pencil Drawing should be done away with in the infant class, as by means of it bad habits are cultivated, which later on are difficult to eradicate.

" *Occupations.*—Teachers seem to understand now the principle and correlation, and the value of educational hand-work is beginning to be appreciated. The inspectors have helped me very much in my work. They do not insist upon apparatus being procured unless the school is suitable for the apparatus. I am relieved to see that they are not keen on results, but appear to judge by the 'all-round' intelligence of the child.

" *Country Schools, Furniture, etc.*—I hope there will shortly come a time when the school authorities will see that it is not necessary to fill up an infant room with furniture. A few small tables, small forms or chairs, and the walls lined with linoleum are quite sufficient furniture for any babies room.

" The furniture in many of the country schools is, of course, old and very unsuitable, and as a rule the teaching apparatus, &c., is inadequate. Is there no possibility of giving these schools in which the principal is assisted by a junior assistant mistress a yearly grant of £1 for Kindergarten materials? It would mean so much to these teachers, most of whom seem to be very interested in their work. It seems scarcely fair that they should have to provide the necessary materials for Kindergarten work in their schools."

Miss Connolly gave two courses of organization for junior assistant mistresses—one in Ennistymon Convent National School and the other in Ballinasloe Convent National School. At these courses 42 teachers were trained.

Miss Connolly also gave short courses of organization in ten recommended schools, and visited 160 schools in town and rural districts in Counties Mayo, Galway, Roscommon and Clare.

I quote in full Miss Connolly's opinion of the chief subjects taught in the schools which she organized and inspected during the past year.

" *Reading.*—It is now recognised in all schools that Reading with expression is a subject of primary importance. In a large proportion of the schools in my district, the reading of Standards I. and II. is good, in a fair number it is very good, and in a few excellent, while even in the schools where the mark is below good, one rarely finds the monotonous word-saying formerly so common. Infant Reading is not yet satisfactorily taught. The phonetic method is not understood or adopted to any extent by the teachers, who plead the spelling difficulty against it. Though the blackboard is utilised generally, and sentences printed thereon are commonly used, these are often taken direct from the primer in the child's possession. In only a very few schools is sentence reading from the story or other central subject adopted. If, instead of primers containing three-word or short disconnected sentences, large picture story-books based, say, on Nursery Rhymes, were given to senior infants, children would find learning to read pleasant, and progress would be much more rapid. Story-books are now generally used in Standards I. and II. with pleasure and advantage.

" *Recitation* is receiving attention, and is very well taught in most convent schools, and in not a few others where recently trained teachers are employed. As a means of teaching correct pronunciation, and of helping towards good expressive reading, it cannot be surpassed.

" *Drawing.*—Mass Drawing is very generally taken for infants with fair success, and a much greater degree of pleasure than was possible for the child employed in drawing meaningless lines with a pencil. This work is much more satisfactorily done by children when standing, owing to the very high and otherwise unsuitable desk accommodation so frequently found. I

constantly recommend that the children stand in the desks at this exercise, as free-arm work when seated is impossible. In linear work, flat object drawing is now general, the use of rubber is no longer allowed to any extent, and the work seems to be on the right lines. I should like to see plain paper only used for pencil drawing.

Writing.—I find much time and labour devoted to this subject. In a large number of schools one hour per day is devoted to writing for the junior classes, and this, it would appear, is necessary in order to achieve the results at present reached. Much labour would be saved, and with better results, if no writing were attempted until some finger training had been given through drawing and other handwork exercises.

Other Handwork.—Handwork other than drawing and writing is not generally appreciated, though a large percentage of the schools devote one or two half hours weekly to the subject. Stick-laying and paper-folding are the only forms of handwork done in most schools, and these are adopted not so much for the usefulness of the training possible as because of the cheapness of the material. In only a comparatively few schools is variety and attractiveness in handwork aimed at, and the number is not likely to increase owing to the expense of providing the necessary material.

Number is, on the whole, carefully dealt with, the use of the concrete being general. I should like, however, to find the material more often in the hands of the very young children than is at present allowed. Place value of figures is well understood, and the simple rules are well and intelligently taught.

Composition.—Oral Composition receives a place on most Time Tables, but much improvement is necessary in a large number of schools before the subject can be regarded as satisfactory. I consider this most important subject the weakest in the schools. No serious well-considered thought seems to be given to the subject; the story which might prove so useful is spoiled by the direct question and answer method adopted; no—or very uninteresting—occupations are planned which might fulfil the first essential in teaching Oral Composition, viz., give something to speak about, with the result that, except in the best schools, the children show no evidence of training in the subject at all. Written Composition is attempted in Standards I. and II.

Singing, Games and Drill.—It is now rare to find a school in which singing is not taught. I find, however, that the teachers are inclined to divide even the infants' classes into a singing and a non-singing section. Drill, too, appears on all Time Tables, but owing to permanently fixed desks and insufficient space it cannot be taught in the school, and inclement weather too often prevents drill practice in the open. In the comparatively few schools in which this subject is well taught, the alertness, &c., of the pupils is remarkable. The place of games in the training of the child is not appreciated by the teachers, and in a large number of schools organised games are not attempted.

Equipment, etc.—The equipment of the schools, both as to furniture and Kindergarten material, is much the same as last year. Unsuitable and insufficient desk accommodation is a feature of a large percentage of the schools visited, and materials (gifts, etc.), are generally provided by the teacher, who, in addition, has frequently to supply children with books and pencils. Increased attention is being paid to cleanliness and appearance of the schoolroom, but a striking feature of the care that is bestowed on cleanliness and taste is, that schools excelling or lacking in this matter are usually found grouped in districts. Some schools in most backward localities reach a very high standard in this respect, and must possess a great influence for good on the surrounding homes."

Easter Conference of the Organizing Staff.

The Conference was held in Dublin, and lasted three days—April 15th, 16th and 17th. On the first day the time was spent in discussing the progress of Kindergarten methods in various schools, and it was agreed that, on the whole, the work done by

junior assistant mistresses who had attended a course of instruction was very satisfactory. In many schools lack of equipment and the unsuitability of the desks still prove a serious drawback to the training of the juniors. It was stated that in some instances, where an adequate supply of Kindergarten materials was found in the schools, the equipment had been bought by the junior assistant mistresses.

It is difficult to probe this matter: one cannot blame the manager, as he may not have been asked to buy the necessary materials. Certainly, the junior assistant teacher should not be allowed to spend even the smallest portion of her small salary in purchasing materials for the school. Generally speaking ten or fifteen shillings will provide all the materials necessary for occupation work in a country school.

During the morning of the second and third days of the Conference we spent part of time at Hand-work. I showed the staff some of the occupations worked out at the London Course in August, 1913. In the afternoons we discussed more fully the subjects which require special attention in our schools.

As many of these points have been alluded to by the Organizers in their reports I need not allude to them here, but merely bring before your notice a few special points:—

1. The managers of schools should be required to provide an adequate supply of Kindergarten requisites for the school.

2. Infants in all schools, including Convent and infant schools, should be allowed to go home at two o'clock.

3. *The weekly story should not be treated primarily as a means of language training.* This is the tendency in our schools at present, and many beautiful stories of great ethical value are omitted because the teacher thinks the children would be unable to repeat them afterwards.

On every infant school time table there should be a time allotted for story telling, when the children should be encouraged to re-tell their favourite stories.

Every lesson in the infant school should serve the children as a means of oral expression, but perhaps the simplest and, at the same time, the most direct form of language training is given through picture and conversation lessons and recitation.

Examination of the Training Colleges.

I cannot close my report without a brief reference to the Kindergarten examinations held in June for the final year students.

Miss Beveridge assisted me again this year, and we were greatly pleased with the lessons given, and with the careful preparations of notes and apparatus for the lessons.

Carysfort Training College, Blackrock, took highest place for the hand-work done by the students, who must have expended time and thought in order to produce the ingenious models displayed. The students in St. Mary's Training College, Belfast, again came to the fore with their blackboard illustrations for

lessons. Some excellent drawings had been prepared for the stories and nature lessons, and each student showed the ability to illustrate during the lesson any necessary point.

We were told by the Mistress of Method in each college that the Kindergarten examination has been an incentive to the students to take an interest in this branch of the work, and has stimulated the students to make time for a subject which hitherto had been sadly neglected.

I think it would be a good plan to grant a certificate to students who passed the Kindergarten examination, and to make the knowledge of educational hand-work obligatory in order to procure the certificate.

I am, Gentlemen,

Your obedient servant,

GRACE E. AUSTIN.

To the Secretaries,

National Education Office,

Dublin.

GENERAL REPORT ON INSTRUCTION IN DRAWING.

DUBLIN,

GENTLEMEN,

July, 1914.

I have the honour to submit my General Report on the Instruction in Drawing for the school year, ending 30th June, 1914.

As in former years, I have visited schools during the time available for that purpose, and the schools visited were situated in circuits Nos. 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19 and 21.

Progress of Work.

In a few of the schools visited it was most gratifying to note that efforts had been made to improve the character of the course of instruction, and that substantial progress had been made; but in the majority the instruction given still seems to be aimless, inasmuch as it has failed to produce an appreciable improvement in the intellectual and physical culture of the pupils.

The chief cause of failure in a great many schools may be attributed to the fact that drawing is a comparatively new subject in education, and that, as a consequence, teachers who have been trained in the past have not had many opportunities of gaining an insight into the methods of teaching it.

In these circumstances it is necessary to take a lenient view of the situation, since to such teachers drawing is an accomplishment and not a training of the perception and judgment, as well as a valuable means of acquiring a more correct knowledge of the character and structure of things than can be gained through words alone.

Further, in the case of those teachers who have received some training, the appetite for the work may not have been kept sufficiently keen by constant whetting, in which case the acquirement of the more modern ideas and developments does not appear so easy as it would appear in those subjects in education which have received more marked attention in the past.

The preparation of a book filled with drawings which display little merit beyond the slavish production of fine lines, is still the chief aim in a great many schools, and although concrete objects, instead of abstract patterns, are now more often used as models, this aim does not appear to be overshadowed by others of much more vital importance.

Such work is mistakenly termed Freehand Drawing, and it would be difficult to determine the reason for the mistake, since freehand drawing, defined literally, is "drawing with the hand guided by the eye alone." An examination of the senior pupils in many schools reveals the fact that they do not possess powers of the nature defined. Freehand drawing in its true sense is, therefore, not fully appreciated and understood.

Holding and Handling the Pencil.

Insufficient attention is still paid to holding and handling the pencil. This is due either to a want of or to faulty demonstration on the part of the teachers. The serious aspect of this

question has been referred to in General Reports in the past; but the progress made towards improved conditions in relation to this question cannot be said to have reached a satisfactory stage of development.

I am also convinced that the faults in the holding and handling of the pencil are due in a very great measure to the too early use of this medium in drawing, writing, and figuring, and that the deleterious effects of the too early use of the pencil are apparent in later life. The use of closely-dotted paper may also have some bearing on the matter.

It does not appear to be generally known that the thumb is probably one of the most important factors to be dealt with. It should be slightly bent, so that its tip may come in contact with the surface of the pencil; but in most cases it is usual to find that the pencil is gripped rigidly, and in such a manner as to cause strain on the second and third joints of the thumb, even to the point of injuring the action or movement of these joints.

The theory that the use of the hand and intelligence seemed to have some connection was maintained, even in ancient times, by Anaxagoras; but to-day such a theory seems to be met with a certain degree of diffidence. It does not appear to be generally known that the thumb in infancy possesses very little power of movement; has little or no gripping power, and is nearly useless, but becomes more useful as intelligence grows. In children indicating a deficiency of brain power, the thumb cannot be moved to any great extent. It should, therefore, be the duty of a teacher to introduce the pencil as a writing and a drawing instrument only when gripping power is established to a reasonable degree; and, further, it should be the duty of a teacher to give adequate demonstration on the proper method of holding and handling this medium so as to enable his pupils to retain their natural ability to express freely, and by means of "freehand drawing," the images created in their minds by observation of the subjects of study.

Subjects of Study.

The advance made in the use of objects and natural specimens as models is most encouraging, and, as mentioned in the General Report of last year, the educational value of this type of work is greatly in advance of the empty diagrammatic work, or the so-called design which was so prevalent during past years.

There is, however, much to be desired in the selection of suitable objects from which to draw. Frequently an object presenting formidable difficulties is used at a lesson which precedes one involving the use of an object of a much easier type; and work of a type suitable for pupils in a senior standard is often presented to the pupils in a junior standard.

The selection of exercises rests in the hands of the teachers, and a scheme of exercises should be prepared to meet the needs of the pupils, or to meet the peculiar circumstances of a particular school.

Unfortunately, few schemes of work are in existence in the schools, and it is to be regretted that more energy has not been

displayed in this direction. The common practice is to select an object at or just before the beginning of a lesson; consequently, the teacher's sympathy with the lesson is not ensured by careful preparation; the subject matter is not fully appreciated, and the spirit of the lesson, which is all-important, is overlooked.

Methods of Teaching.

Drawing is one of the few subjects in education which can be taught without the direct use of a text book; but good technique in teaching is required on the part of the teacher. The teacher should also possess a just appreciation of the educational purpose of the subject.

As a rule, however, there is too much instruction and insufficient teaching. The pupils are instructed to draw this, that, or the other line. There is little observation on the part of the pupils, no appeal to their imaginative powers, and no reference to knowledge gained during the preceding lesson; whereas the basis of a new lesson should be found in a *resumé* of the facts already assimilated.

A course of mental discipline should be apparent in all lessons; but since the pupils are over-instructed, and there is unnecessary talking on the part of the teacher, the pupils are carried through a lesson in a passive condition of mind, and they make little or no personal effort beyond that required to ensure that the instruction given by the teacher is tangibly correct.

The cause of these failings may be attributed to the anxiety to produce in the book already referred to a series of drawings of such a standard as will appear sufficiently advanced to meet the needs of the programme, or, as expressed in the General Report of last year, too much stress is laid on the "letter" and not on the "spirit" of the programme in drawing.

It grieves me to paint such a picture; but there is hope of brighter prospects in the future. The subject is gradually finding its proper sphere in the schools, and the teachers are beginning to approach it with much more sympathy, and with much less prejudice and misconception regarding its adaptability to the needs of the pupils.

Infants' Schools and Departments.

In infants' schools and departments the work is conducted on more intelligent lines than formerly, and chalk drawings of concrete forms are steadily taking the place of the abstract patterns on dotted paper.

In a few schools large drawing surfaces have been introduced, and larger drawings, involving the free exercise of arm movements, are made; but in the majority of the schools the tendency is to make very small drawings, in the execution of which the pupils do little more than waste time niggling with the chalks.

Chalks are not held properly, and proper habits of working are rarely adopted. This is due to insufficient or faulty example on the part of the teacher. In addition, the development of the

proper habits of working in drawing are retarded by the cramped and restricted condition of the muscles which is produced by small writing, and too much figuring with the pencil and pen at an unnecessary early age in life.

As mentioned in the General Report of last year, most of the exercises or subjects of study are selected to illustrate some part of the story or other lesson. There is no attempt to prepare a regular or graded course in drawing which would tend to improve the pupils' powers of graphic description. This is to be regretted, as there is a danger in thinking that drawing, or for that matter any other subject, can be taught in the haphazard manner in which the exercises are selected to illustrate or adorn the story. It is impossible either to teach or learn two things at the same time. One or the other will not be in the centre of consciousness, and will be easily overlooked. There should be a regular course of lessons in drawing, and these lessons should be utilized in every possible way to further the general scheme of correlation. The scheme of correlation, in which nearly all the subjects in the schools are subservient to one, must lead to chaos and confusion in the thoughts and actions of the pupils.

King's Scholarship Examinations.

It is gratifying to note that in some respects the character of the work displayed on the papers worked during the King's Scholarship Examinations this year shows an advance on previous years. The improvement was most marked in the case of some of the papers worked by the women candidates, and the progress in object drawing which has been made by many of these candidates indicates that this branch of the work had been given more than ordinary attention.

The work executed by a few of the men candidates was also very good; but too many papers indicated that there was an entire absence of any ability to produce freely-drawn strokes in any direction.

Candidates of the latter calibre cannot be trained to make efficient teachers. Their visual and tactual senses are not developed, and in this condition they will never be able to train pupils to perform with any degree of success the initial movements required in drawing, or in writing and figuring, which are very beautiful forms of drawing. This trouble may cause the psychologist to think, since it is a feature of the age that there has been a discovery of the value of a trained muscular system. It is also common knowledge that with no activity there is no mental development.

Mechanical drawing makes very little progress, and the most elementary constructions are muddled or neglected. This may be due either to a want of observation or to a want of practice in the application of primary principles. In other words, the constructive faculty has not been fostered.

The inability to read intelligently a drawing can be gauged from the fact that one candidate stated that 127 pieces of timber

were required to make a gate when nine were shown in the drawing of it. Another candidate stated that 54 pieces of timber $1/60''$ wide and $1/37''$ long were required for the same purpose. It is also interesting to note that the gate referred to possessed six vertical bars, but 5, 7, and 8 were repeatedly shown in the scale drawings made by the candidates, and this notwithstanding the fact that they had a drawing of the gate in front of them.

Junior Assistant Mistresses Examinations.

This year the responsibility of preparing the examination paper in drawing for the junior assistant mistresses was placed in my hands, and the questions set were of a nature suitable for teachers whose duties would be limited to training very young pupils.

The questions involved the use of either coloured chalks or the pencil, and it was most gratifying to note that in using the former mediums great freedom of expression was displayed by many of the candidates. Taking into consideration the great change which has been made in the type of the examination questions, the results were most encouraging. A few of the candidates produced work indicating greater powers of graphic description and a more natural freedom in drawing than some of the candidates who have had the advantage of a course of drawing in the training colleges.

Training Colleges.

As far as it is possible to judge by means of the examinations, the work in the training colleges seems to be making satisfactory progress; but it is to be regretted that all the colleges do not work up to the same standard of proficiency. On the whole, the women's colleges produce work of a higher order than that produced in the men's colleges, and how far this is due to a difference in detail regarding the methods of training or to a difference in the abilities of the respective classes of students on entering the colleges it would be most difficult to ascertain.

In the craft side of the work, the majority of the women students display considerable interest in discovering the proper methods of holding and handling the drawing mediums; while most of the men students appear to take a more superficial view of this most important essential. Again, the women students appear to possess a greater sense of the moral obligation which is necessary in the production of accurate and intelligent representation of proportion and form; while in one of the men's colleges, as indicated by a section of the examination papers, proportion and form are rendered in a slipshod and scrappy manner, or in a manner which might be described as invertebrate.

The foregoing remarks are made in a general sense, and they are not intended to convey the idea that men students cannot achieve as much power as the women students. The men students in the Marlborough Street Training College gained the

highest average marks at this year's practical examinations, and thus notwithstanding the great difficulties which are experienced in this college on account of inferior accommodation and lighting.

Observation and memory of form have greatly improved in all the colleges, and this is due to the more general use of objects as models from which to draw. It is most encouraging to note that during the practical examinations in the drawing of objects from sight and from memory, self-reliance and a certain degree of confidence have taken the place of the nervous and excited condition of mind which was so apparent some years ago.

The cultivation of the observation and memory by the more direct method of training should tend to produce fewer teachers who are so hopelessly at sea in all questions relating to drawing. It should also produce fewer teachers who use all kinds of stored information relating to other subjects, and pretend to teach, not the ideas upon which drawing is essentially based, but the ideas gained in other subjects, which, though often happily associated with drawing, is not drawing itself.

The advance made in the knowledge of principles is commendable, but there is still a great need for improvement. Some students show that they possess a good knowledge of the application of principles in certain work only, and in other work the same principles are most unreasonably violated. This may be due to want of a proper scheme of lessons, or it may be due to a desire to produce too highly finished work. There should be practice exercises during a certain number of lessons, and the principles introduced during these lessons should be applied in a more complete drawing. That is, the foundation should be laid and the superstructure added, otherwise the tendency will be to produce work of a showy, but backboneless, description.

Technique, both in the work on paper and on the black-board, has advanced to a remarkable degree in some of the colleges; but in many of the attempts to express light and shade there is a tendency to scrub in lines which do more to injure than enhance the drawings. This practice in the case of the weaker students leads to a looseness in drawing which is not desirable.

In mechanical drawing the women students who do not learn geometry seem to possess a constructive ability equal to the majority of the men students. This requires some explanation, and the only one which seems feasible may be given in the words of one of the Instructors in Drawing, who says "the men can *say* Geometry; but they do not *know* Geometry." Another explanation may be found in the fact that the men students have not acquired any form of constructive ability by means of any practical or handwork occupations.

With regard to the work of particular colleges, the course of "free" illustrative black-board drawing which has been introduced in the St. Mary's Training College is a step in the right direction. In this case nearly all the subjects of instruction included in the school programmes have been brought under

review, and drawing, consequently, is no longer regarded as an appendage in education, but as a helpful means of expression in the elucidation of knotty problems which no words can disentangle.

A course of a very similar nature has been introduced in the Marlborough Street Training College, but owing to the lack of sufficient time and accommodation the subjects of study have to be expressed on paper instead of on the black-board.

The progress made by the students in the Training College of Our Lady of Mercy under the direction and guidance of Mr. M. A. Drury is worthy of special comment. Some of the time studies executed by the students of this college indicate a sensitiveness of touch in working which is rarely attainable.

It is to be greatly regretted that drawing forms no part of the curriculum for the third year students now in residence in the men's colleges. In South Africa the Union Government has included an art course in the highest teaching certificates—for general teachers after taking the B.A. course. It is a year's course in practical work, with lectures on art and method, black-board illustration being an important feature.

Demonstration Classes for Teachers.

During the year "Saturday" demonstration classes for teachers were held in fourteen centres, as follows:—Antrim, Arklow, Carrick-on-Suir, Castlebar, Claremorris, Clonbur, Clones, Enniskillen, Gorey, Granard, Kilkeel, Kilkenny, Oldcastle and Roscommon. The number of teachers in attendance was 459, and they represented 198 schools.

I have the honour to be, Gentlemen,

Your obedient servant,

CHAS. B. McELWEE,
Organizing Inspector of Drawing.

To the Secretaries,
Offices of National Education,
Dublin.

GENERAL REPORT ON MUSICAL INSTRUCTION.

DUBLIN,
July, 1914.

GENTLEMEN,

In accordance with instructions received on the 4th April last, I beg to submit my General Report on Musical Instruction for the school year ended the 30th June, 1914.

The report covers incidental visits to schools and examinations of same, Miss Gorman's experience and views, Easter Examinations, General Examination of Practising Schools, 16 in number; Training College Examinations, Part Singing in same Colleges, and Instrumental Music Examination in the Colleges.

Musical Instruction in the Schools.

I was enabled to visit over 300 schools during the year, and, generally speaking, as I mentioned in last year's report, I thought the subject was fairly good, good, very good, and sometimes excellent. I do not feel at all satisfied with the work done in County Dublin schools; and to instance my experience. Last September I examined ten schools in Balrothery Rural District and Meath Rural District of Drogheda Union, giving one school very good and two good. The remaining seven were so hopelessly bad, in fact, no attempt made to teach singing, that I felt it to be useless issuing a report, and had to be satisfied with giving instruction.

My views respecting charts are well known, and now I go one step further, and say that when they are withdrawn from the schools, and not associated with school life, the teaching of singing will be built upon a sounder educational foundation, and with all the splendid advantages for the furtherance of it lately placed in the programme it will gain fresh vitality, and will live and prosper.

At the same time I must speak encouragingly of the teaching in other places in which I have been during the past twelve months—Youghal Schools, Mullingar Convent, Artane, Queens-town Convent, Killarney Presentation Convent, Portrane Boys and Girls, Ballymahon Convent, St. Mary's Girls, Balbriggan, Whitecross, Bellewstown. In all these schools the teachers are doing excellent work, and giving lasting instruction to the children. The blackboard (the one and only means of success) is daily in use, with the result that the schools have attained great successes.

The following are the principal localities visited during the year :—

County Dublin :—

Cloughran.
St. Pappin's.
Kinsealy
St. Margaret's.
Finglas.
Mulhuddart
Portrane.
Glensmole.
Sandyford.
Firhouse.
Rathcoole.
Glencullen.
Kilcockan.
Killossory.
Clonsough.
Artane.
Newcastle.
Saggart.
Balbriggan.
Stamullan.
Garristown.
Whitecross.
Balscadden.
Bellowstown.
Mount Hanover.
Naul.
Damastown.
Rush.

Youghal.
Middletown.
Mallow.
Killarney.
Millstreet.
Buttevant.
Belfast City.
Doneraile.
Tralee.
Charleville.
Killmallock.
Ballymahon.
Tallamore Rural District.
Lisburn.
Cork City.
Athlone Rural District.
Dublin City.
Mullingar Rural District.
Queenstown.
Crosshaven.
Fernoy.

Miss Gorman makes the following statement :—

" Some teachers evidently feel that Vocal Music is an optional subject in the schools, or else that the said teachers are placed in authority to teach the subjects that come easiest, otherwise I cannot conceive how they manage to cut the musical part of the school programme out of their week's work (knowing how important it is nowadays) just because the material is poor. Perhaps they expect miracles to take place, and that music will spring up in the neighbourhood somehow, so that the coming generation can take care of itself. To my mind, such neglect deserves severe censure. I have actually met with cases of the kind mentioned.

" The *Tone* is softer and sweeter than it used to be; still, I found some coarse singing last year. The teacher in one instance complained that it was impossible to get sweet singing from the boys, yet in five minutes from that statement I got lovely tone.

" *Modulator* work is receiving more attention. This is refreshing, for on it depends the general musical proficiency, and since the 'lan-ling' of it was made compulsory I have visions in the near future of children singing test pieces to words at first sight.

" *Ear Tests* have already begun to be recognised as an essential feature in the Programme; even non-singers make very decent attempts at them, and the interest they excite is a reward in itself.

" *Sight Reading* is making headway in most Convents and many schools under lay teachers, and also in a small way in some country schools; but,

generally speaking, it is not taken up as whole-heartedly as it might. It is one of the requirements of the programme, and it ought to meet with a hearty response from the teachers.

"*Part Singing* is spreading in the country, but in all my travels for the past year I came across only three or four schools which faithfully carried out the expression marks. They sang in time and tune, with good pronunciation in many cases, gave the meaning of every mark, yet failed to put their knowledge into practice.

"*Charts* may be necessary in a few country schools, but in city and town schools they ought to be discarded for sight reading exercises. The former are mere memory work, ending with school life; the latter lasts throughout life.

"*Non singers* should be kept in front of the others, directly under the teacher's eye, and be made to do everything but sing. They can follow the instruction mentally, learn the words of songs, do the actions (when there are any), say the time-names, recite the notes in time in a monotone, then listen while the others sing it; and I would advise the teacher to test each one separately at the end of every lesson. When the children feel they are being taken care of they will do their best, and rise to the occasion. Finally, 'I cannot sing' should not be taken for an answer. It is the teacher's part to find that out, the child's part is merely obedience; at the same time the teacher must be sympathetic, and praise even the worst attempt as much as he conscientiously can."

Easter Examinations.

I received instructions to examine candidates at Easter at centres in Dundalk and Dublin. There was no variation in the practical test in Modulator from last year, but the Sight-reading test was more advanced than that applied in 1913. I considered the women did remarkably well, although in a large number of cases there stood out very glaringly chart-work teaching, which, in my opinion, is so detrimental to good sight-reading. A greater number of men passed this year than last year.

In the Music Papers (3), which embraced sol-fa and staff notations, 54 women candidates failed, 39 men, and only seven junior assistant mistresses.

Practising Schools.

Now I come to very interesting work—the annual examination of the practising schools, which was made doubly so by the principals of St. Mary's College, Belfast; De La Salle, Waterford; Mary Immaculate, Limerick; Our Lady of Mercy, Blackrock; and St. Patrick's, Drumcondra, who allowed me to see the senior students at work, and for this favour I am greatly indebted. On reading over the marks given this year in these schools I am pleased to notice that those in Limerick and also St. Mary's, Belfast, No. II., have now reached the highest point, which is indeed gratifying.

The marks given in these schools were as follows :—

St. Mary's, Belfast, I.	..	..	Very Good.
St. Mary's, Belfast, II.	..	..	Excellent.
St. Mary's, Belfast, III.	..	..	Excellent.
Mount St. Vincent, Limerick	..	..	Excellent.
St. Vincent De Paul, Limerick	..	..	Excellent.
St. Stephen's Monastery, Waterford	..	..	Excellent.
St. Patrick's, Drumcondra	..	..	Excellent.
Central Model Boys	..	..	Very Good.
Central Model Girls	..	..	Excellent.
Central Model Infants,	..	..	Excellent.
St. Patrick's, Drumcondra II.	..	..	Very Good.
St. Patrick's, Drumcondra, III.	..	..	Excellent.
Kildare Place, Boys	..	..	Excellent.
Kildare, Place, Girls	..	..	Excellent.
Kildare Place, Infants	..	..	Excellent.
Carysfort, Blackrock	..	..	Excellent.

King's Scholars' Examination.

The total number of King's scholars examined this year was 1,160. Of these, 724 were women and 436 men. Subjoined are the numbers in each college :—

MEN'S COLLEGES.			WOMEN'S COLLEGES.		
Marlboro' Street	..	75	Marlboro' Street	..	217
St. Patrick's	..	154	Our Lady of Mercy	..	199
Church of Ireland	..	24	Church of Ireland	..	109
De La Salle	..	183	St. Mary's, Belfast	..	99
			Mary Immaculate, Limerick	..	100

The programme, which was strictly adhered to, embraces singing school songs, rhythm-singing, modulator work, including transition, the minor mode (melodic and harmonic), reading at sight, both in sol-fa and staff notations, and, lastly, ear-training.

I regret to notice one college considerably lower than last year in the percentages, but, on the other hand, other colleges have risen, and Mary Immaculate College must be congratulated on gaining the highest pinnacle. I cannot leave this matter without referring briefly to the improvement observed in De La Salle College. For the first time I noticed and experienced a real interest taken by the students themselves, which made my visit a very happy one.

The following are the numbers of outgoing King's Scholars examined in each college on completion of their second year of training :—

Colleges (Men)			Number Examined	Passed per cent.
Marlboro' Street	..	..	29	57
St. Patrick's	..	..	74	56
Church of Ireland	..	..	13	82
De La Salle	..	..	80	86

Colleges (Women)	Number Examined	Passed per cent.
Marlboro' Street	101	96
Church of Ireland	56	84
Our Lady of Mercy	90	82
St. Mary's, Belfast	48	83
Mary Immaculate, Limerick ..	54	100

I give here the results of the Theory Examination :—Students in their first year, no failures; and those in their second year—men, eleven failures; women, none failed.

Part Singing in Training Colleges.

The Church of Ireland Training College suffered a severe blow and a great loss in the death of Miss Smith. I knew her intimately, having worked side by side with her for twelve years; and for her earnestness, thoroughness, assiduity and conscientiousness Miss Smith will not easily be forgotten.

Part singing has for the past year been treated with great respect, and in some instances has been handled with care and discrimination. I applaud the endeavours and successes, but, at the same time, I earnestly entreat the professors not to overdo it, or give to it more time than is absolutely necessary, in order to make a "show" :—

MEN'S COLLEGES.

Marlboro' Street	Very Good.
Church of Ireland	Very Good.
St. Patrick's	Excellent.
De La Salle	Very Good.

WOMEN'S COLLEGES.

Marlboro' Street	Excellent.
Church of Ireland	Excellent.
Our Lady of Mercy	Excellent.
Mary Immaculate	Excellent.
St. Mary's	Excellent.

Instrumental Music Examination.

Herewith is shown the number of students entered from each college for this examination :—

Colleges (Men).	Piano	Harmonium.	Organ.
Marlboro' Street	—	—	—
Church of Ireland	—	—	—
St. Patrick's	—	26	—
De La Salle	—	21	—

Colleges (Women)	Piano.	Harmonium.	Organ.
Marlboro' Street	—	15	—
Church of Ireland	9	42	10
Our Lady of Mercy . . .	—	14	10
St. Mary's, Belfast .. .	6	37	—
Mary Immaculate, Limerick	12	26	5.

As will be seen, 233 students were presented for examination, and out of this number there were 61 failures, chiefly caused by clumsiness in harmonium playing.

Organ work is improving year by year, and now the standard is good, as shown by the performances of Miss Cusack, Mary Immaculate College; Miss Henley, Church of Ireland; and Miss O'Hagan, Our Lady of Mercy College.

I am, Gentlemen,

Your obedient servant,

T. F. MARCHANT,

Organizing Inspector of Musical Instruction.

The Secretaries,

National Education Office,

Marlboro' Street.

Report of Inspector of Department of Agriculture and Technical Instruction on the Teaching of Rural Science (including School Gardening) in National Schools for the Year 1913-14.

During the past year Rural Science and School Gardening was taught in 100 National Schools, 34 of these were taking the First Year's Course and the remaining 66 were taking that of the Second Year. Generally good progress was made, and in over 40 of the schools the work done during the year was very good. In almost every case the School garden is close to the school and is of sufficient size to enable very good work to be carried on. In a few cases the soil of the gardens is poor, and much cannot be expected from them for some time.

The teachers and pupils were very keen and interested in the subject, and its success should be very marked when its working has become more familiar.

Many of the difficulties inherent in the teaching of this subject were not foreseen, thus the necessity of teaching First and Second Years' boys concurrently led to much needless repetition, and the times allowed for different operations were often exceeded, with a consequent disarrangement of the programme.

There was a general tendency to attempt too much, both in the garden and in the class-room, with the result that garden operations were not as methodically, completely, and neatly carried out as is desirable; class work partook too much of the nature of lectures; and notes were dictated to pupils instead of allowing them to write in their own words descriptions of what they had seen.

The indoor work was scarcely so satisfactory as that carried out in the garden. There was a lack of correlation between the two, and a disregard to the seasons at which the different sections of the Syllabuses were taken divorced theory from practical work. The gardens were not as freely used as they should be for supplying specimens for examination in the class-room, and many of the schools were inadequately provided with apparatus for indoor experimental work.

The above are faults which it is believed experience will do much to remove, and it is pleasing to report that where suggestions as to handling the Syllabuses have been made they have invariably been well received by the teachers.

In many of the mixed schools it is difficult to get a sufficient number of boys to work a garden. If the Scheme were extended to take in girls these schools would be materially benefited. The training these classes afford is equally suitable for girls, who would in many cases make better use of it than boys.

APPENDIX
TO THE
EIGHTIETH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
YEAR 1913-14.

SECTION II.

Inspectors. Training Colleges. Schools in Operation, &c. Attendance, &c., at Schools of Special Character. Evening Schools. Equipment Grants. Teachers' Pensions, &c. Prizes and Premiums. Compulsory Education. Schools in Operation and the Religious Denominations of Pupils on Rolls on 31st December, 1913.

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OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

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INSPECTORS.

INSPECTORS OF IRISH NATIONAL SCHOOLS ON 30th JUNE, 1914,
CHIEF INSPECTORS—J. McNEILL, B.A.; T. P. O'CONNOR, B.A.

SENIOR INSPECTORS.

Circuit.	Name and Residence.		
Donegal,	J. H. Tibbs, B.A.,	.. Derry.
Derry,	J. Ross, M.A., ..	.. Derry.
Ballymena,	P. M'Glado, ..	.. Ballymena.
Omagh,	J. A. Coyne, B.A.,	.. Omagh.
Enniskillen,	W. J. McClinton, M.A.,	.. Enniskillen.
Armagh,	J. O'Riordan, B.A.,	.. Armagh.
Belfast (1),	J. Chambers, B.A.,	.. Belfast.
Belfast (2),	P. J. Kelly, ..	.. Belfast.
Dundalk,	A. J. MacElwaine, M.A.,	.. Dundalk.
Sligo,	E. S. Cronin, B.A.,	.. Sligo.
Dublin (1),	W. H. Weply, B.A.	.. Dublin.
Dublin (2),	J. J. Murphy, ..	.. Dublin.
Castlebar,	J. S. Cussen, B.A.,	.. Westport (<i>pro tem</i>)
Galway,	—	.. Galway.
Athlone,	I. Craig, B.A., ..	.. Athlone.
Portarlinton,	J. P. Dalton, M.A.,	.. Portarlinton.
Limerick,	J. P. Hogan, ..	.. Limerick.
Cloamol,	J. Dickie, B.A.,	.. Cloamol.
Waterford,	W. A. Brown, B.A.,	.. Waterford.
Kerry,	P. J. Fitzgerald, B.A.	.. Tralee.
Cork (1),	W. Pedlow, B.A.,	.. Cork.
Cork (2),	L. S. Daly, M.A., ..	.. Cork.

DISTRICT AND JUNIOR INSPECTORS.

Circuit.	Name and Station.		
Donegal,	C. P. Dardis, B.A. (Junior Inspector),	.. Donegal.
Do.,	W. B. Kane, B.A., (Junior Inspector),	.. Letterkenny.
Derry,	W. MacMillan, B.A.	.. Derry.
Do.,	J. J. Duddy, B.A. (Jun. Inspr.)	.. Coleraine.
Ballymena,	J. M. Bradshaw, B.A.,	.. Ballymena.
Do.,	J. Semple, B.A., ..	.. Magherafelt.
Omagh,	L. O'Reilly,	.. Omagh.
Do.,	W. Bartley, B.A., (Jun. Inspr.)	.. Dungannon.

DISTRICT AND JUNIOR INSPECTORS—continued.

Circuit.		Name and Station.	
Enniskillen,	..	C. Bartley (Junior Insp.),	Enniskillen.
Do.,	..	J. A. Cole, M.A., (Jun. Insp.),	Cavan.
Armagh,	..	T. Carroll (Junior Insp.)	Armagh.
Do.,	..	R. C. Heron, M.A.,	Monaghan.
Belfast (1),	..	F. B. Lavelle (Junior Insp.),	Belfast.
Do. (1),	..	P. J. Honan (Junior Insp.),	Belfast.
Belfast (2),	..	J. Keith, M.A.,	Belfast.
Do. (2),	..	R. W. Hughes, M.A.,	Downpatrick.
Dundalk,	..	P. Fitzpatrick,	Newry.
Do.,	..	J. Yates, M.A.,	Drogheda (<i>pro tem</i>).
Sligo,	..	J. A. O'Connell, M.A.,	Sligo.
Do.,	..	A. Thompson, B.A. (Junior Inspector),	Boyle (<i>pro tem</i>).
Dublin (1),	..	J. P. D. Lynam, M.A.,	Dublin.
Do. (1),	..	J. C. Rogers, B.A.,	Trim.
Dublin (2),	..	G. Bateman, LL.D.,	Dublin.
Do. (2),	..	W. W. Dunlop, M.A. (Junior Inspector),	Enniscorthy.
Castlebar,	..	E. Dale, N.A., (Junior Insp.),	Ballina.
Do.,	..	J. Fenton, (Junior Insp.),	Westport.
Galway,	..	M. Franklin, B.A., (Junior Inspector),	Tuas.
Do.,	..	W. J. Kelly, B.A. (Junior Inspector).	Galway.
Athlone,	..	J. J. Headen, M.A. (Junior Inspector),	Longford.
Do.,	..	C. P. Shannon, B.A.,	Roscommon.
Portarlington,	..	J. Smyth, M.A., LL.B. (Junior Inspector),	Maryborough.
Do.,	..	J. A. MacMahon,	Tullamore.
Limerick,	..	A. P. Morgan, B.A.,	Limerick.
Do.,	..	F. M. Hollins, M.A., (Junior Inspector),	Ennis.
Clonmel,	..	D. P. Fitzgerald, B.A.,	Clonmel.
Do.,	..	J. S. Mahon, M.A.,	Nenagh.
Waterford,	..	E. T. Bannan, B.A.,	Waterford.
Do.,	..	A. B. Gloster, B.A.,	Kilkenny.
Kerry,	..	D. Lehan, B.A.,	Killarney.
Do.,	..	R. J. Little (Junior Insp.)	Listowel.
Cork (1),	..	D. T. M'Enery, M.A.,	Cork.
Do. (1),	..	W. Kyles, B.A. (Jun. Insp.)	Fermoy.
Cork (2),	..	I. J. Stokes (Junior Insp.),	Bandon.
Do. (2),	..	J. H. Dowling, B.A. (Junior Inspector),	Bantry.

A. N. B. Wyse, M.A., Senior Inspector; on Special duty (Dublin).
 Irish—D. Mangan, B.A., Dublin.

WOMEN INSPECTORS ON SPECIAL DUTY.

Miss M. M. J. Bourke, B.A. (Dublin), and Miss M. R. Kelly, M.A. (Belfast).

JUNIOR INSPECTORS (UNATTACHED.)

F. G. Beamish; M. Cleary; S. Kirkpatrick; F. J. O'Tierney; S. Scott.

ORGANISERS.

Miss A. M. Kenny (Dublin); Miss A. Auld (Dublin)

Staff, on 30th June, 1914, for the Organization of Special Branches.

ELEMENTARY SCIENCE AND OBJECT LESSONS.

W. M. Heller, B.Sc., F.C.S.,	..	..	..	(Organiser and Inspector).
E. G. Ingold,	..	..	..	(Assistant).
W. J. Donlon, B.A.,	..	..	..	(Sub-Organiser).

MUSIC.

T. F. Marchant,	(Organising Inspector).
Miss E. Gorman,	(Assistant do.).

DRAWING.

C. B. McRhee,	(Organising Inspector)
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DOMESTIC ECONOMY

Miss G. M. Shudey,	(Head Organiser)
Miss L. Cullen, B.A.,	(Chief Assistant Organiser)
Miss R. Stevenson,	} (Assistants.)
Miss T. Dunlop,	..	..	..
Miss P. Brunker,	..	..	..
Miss A. A. Smyth,	..	..	..
Miss E. Ehrill,	..	..	..
Miss M. P. Porter,	..	..	..
Miss H. Patton,	..	..	..
Miss D. Earle,	..	..	..
Miss M. M'Donnell,	..	..	..
Miss J. C. Wallace,	..	..	..
Miss M. Hogan,	}
Miss M. J. Lee,	..	..	..
Miss M. J. Glynn,	..	..	..

KINDERGARTEN.

Miss G. E. Austin,	(Organiser).
Miss A. J. Beveridge,	} (Assistants to Organiser.)
Miss E. S. Treanor,	..	..	..
Miss A. E. Beamish,	..	..	..
Miss E. Pedlow,	..	..	..
Miss A. Connolly,	..	..	..

IRISH

D. Deeny,	} Organisers of Irish Language Instruction.
W. Falconer, B.A.,	..	..	..
P. MacSweeney,	..	..	..
H. Morris,	..	..	..
T. J. Coleman,	..	..	..
M. Doherty,	

STAFFS AT THE TRAINING COLLEGES.

On 30th June, 1914.

MARLBOROUGH-STREET TRAINING COLLEGE.

(For Masters and Mistresses).

Managers.—The Commissioners of National Education.

<i>Principal, Women's Department,</i>	..	Thomas H. Teegan, Esq.
<i>Principal, Men's Department,</i>	..	M. C. McClelland, Esq., LL.B., D.U.I.
<i>Vice-Principal, Women's Department,</i>	..	Miss Johnston.
<i>Lady Superintendent, (Glasgow's Branch),</i>	..	Miss Emmeline Cantillon, M.A., R.C.I.
<i>Chaplains,</i>	.. .. .	(Pres.) Rev. J. D. Osborne, M.A., D.U.I., D.D. (Neth.) Rev. H. H. Cor- nsh; E.C. Rev. W. J. Mayne, M.A., T.O.D.

PROFESSORS.

<i>English Literature and History,</i>	..	T. H. Teegan, Esq.
<i>English Composition, English Grammar,</i>	..	M. C. McClelland, Esq., LL.B.
<i>Geography, French, &c.</i>	..	G. Peyton, Esq., LL.D., D.U.I.
<i>Science and Art of Education,</i>	..	John Bell, Esq., M.A., LL.D., T.O.D.
<i>Elementary Sciences with Laboratory Work,</i>	..	J. Brown, Esq., M.A., T.C.D.
<i>Arithmetic and Mensuration, Algebra,</i>	..	Joseph J. Crane, Esq., M.A., LL.D., T.C.D.
<i>Geometry.</i>	..	
<i>Drawing.</i>	..	

ASSISTANT TO PROFESSORS.

Spelling and Punctuation and Book-keeping, Miss Annie J. Gault.

SUPPLEMENTAL.

<i>Classics,</i>	.. .. .	Robert F. Crooke, Esq., M.A., T.C.D.
<i>Irish,</i>	.. .. .	J. J. McCormick, Esq., B.A.
<i>Reading,</i>	.. .. .	James Edgar, Esq., and Miss Mary O'Hea.
<i>Drawing,</i>	.. .. .	Miss Elinor Purser.
<i>Needlework,</i>	.. .. .	Miss Carroll.
<i>Vocal Music,</i>	.. .. .	Brendan Rogers, Esq., Mrs. Annie Watson.
<i>Instrumental Music—Piano and Har- monium,</i>	.. .. .	Miss Gordon, Miss Barry, and J. Larchet, Esq.
<i>Practical Cookery,</i>	.. .. .	Miss M'Mordie.
<i>Assistant to Principal, Men's Depart- ment, and Drill Instructor.</i>	.. .. .	Mr. John Warnock, M.A., T.C.D.
<i>Training Assistants, Men's Department,*</i>	Messrs. Charles Garner, M.A., Joseph Gault, and C. J. Walsh.
<i>Training Assistants, Women's Depart- ment,†</i>	.. .. .	Miss Margaret Currell, Miss Mary Millar, and Miss Eleanor Watson.
<i>Matron, Men's Department,</i>	.. .. .	Miss Devine.
<i>Matron and Instructress in Cookery,</i>	.. .. .	Miss M'Mordie.
<i>Women's Department,</i>	.. .. .	Miss M'Mordie.
<i>Matron, Women's Department,</i>	.. .. .	Miss M'Mordie.
<i>Medical Attendant,</i>	.. .. .	J. Dallas Pratt, Esq., M.D., F.R.C.S.I.
<i>Dentist,</i>	.. .. .	C. Hatchette Hyland, Esq., L.D.S., R.C.S.I.
<i>Clerk to Principals,</i>	.. .. .	Mr. Andrew T. Mathews.
<i>Junior Clerk,</i>	.. .. .	Mr. Matthew Connelley.

*Mr. Garner also assists the Professor of Science, and Mr. Gault assists
the Professor of Education.

†Miss Millar is Drill Instructress in the Women's Department.

"ST. PATRICK'S" TRAINING COLLEGE, DRUMCONDRA.

(For Masters).

Manager.—His Grace the Most Rev. W. J. WALSH, D.D., Archbishop of Dublin

<i>Principal</i>,	..	..	Rev. J. Flynn, C.M.
<i>Vice-Principal and Bursar</i>,	..	..	Rev. Robert J. Wilson, C.M.
<i>Dean and Professor of Religious Knowledge</i>,	..	..	Rev. J. V. Lavery, C.M.

PROFESSORS.

<i>Mathematics</i>,	..	..	John Enright, Esq., B.A. M.Sc.
<i>English Language and Literature, &c.</i>,	..	..	James Maoken, Esq., B.A., B.L.
<i>and Latin</i>,	..	..
<i>Arithmetic and Mensuration</i>,	..	..	Stephen FitzPatrick, Esq.
<i>Elementary Science, Manual Training, and Drawing</i>,	..	..	P. B. Foy, Esq.
<i>Science and Art of Teaching</i>,	..	..	John W. Carolan, Esq.

SUPPLEMENTAL.

<i>Superintendent in Practising Schools</i>,	..	..	J. J. Pigott, Esq.
<i>Music</i>,	..	..	Samuel S. Myerscough, Esq., M.U.S.A.
	..	..	Oxon., F.R.C.O.; T. Logier, Esq., and
	..	..	L. O'Brien, Esq.
<i>Drawing</i>,	..	..	Michael Drury, Esq.
<i>Reading</i>,	..	..	M'Hardy Flint, Esq.
<i>Irish</i>,	..	..	T. O'Donoghue, Esq.
<i>Medical Attendant</i>,	..	..	Martin Donnelly, Esq., M.D., F.R.C.P.
<i>Lecturer in Elementary Hygiene</i>,	..	..	E. J. M'Wenney, Esq., M.A., M.D., D.P.H.
<i>Drill Instructor</i>,	..	..	Mr. H. L. Harle.

"OUR LADY OF MERCY" TRAINING COLLEGE, CARYSFORT PARK, BLACKROCK, CO. DUBLIN.

(For Misses).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.

<i>Principal</i>,	..	..	Mrs. Williams.
<i>Vice-Principal</i>,	..	..	Mrs. M. G. Whelan.
<i>Chaplain</i>,	..	..	One of the Clergymen attached to St. Joseph's, Blackrock.

PROFESSORS.

<i>English Literature and Composition</i>,	..	..	William Magennis, Esq., M.A., B.L.
	..	..	F.R.U.L.
<i>Mathematics</i>,	..	..	E. De Valera, Esq., M.A.
<i>Geography and General History, and Science</i>,	..	..	Miss Alice Connolly, Certificated Teacher.
<i>Methods of Teaching, School Organisation, History of Education, and Grammar</i>,	..	..	Miss Mary Connell.
<i>Do.</i>	..	..	Miss Josephine McNamee.
<i>Drawing</i>	..	..	Michael Drury, Esq.

SUPPLEMENTAL.

<i>Irish</i>, .. .. .	..	D. Lynch, Esq.
<i>Instrumental Music (Harmonium)</i> , ..	{	Mrs. Moloney, Convent National Schools.
		Mrs. Archbold, Mrs. M. G. Doyle.
<i>Instrumental Music (Organ, Piano and Harmonium)</i>, ..	..	Mrs. Nolan, Convent National Schools.
<i>Needlework, etc., and Tonic Solfa</i>, ..	..	Mrs. O'Brien and Mrs. Plunkett, do.
<i>Drawing and Music</i>, .. .. .	..	Mrs. Talbot do.
<i>Chorus Singing</i>, .. .. .	..	V. O'Brien, Esq.
<i>Cookery and Laundry Work</i> .. ..	..	Miss Long.
<i>Reading</i>, .. .. .	..	M. Hardy Flint, Esq.
<i>Matron</i>, .. .. .	..	Mrs. M. F. O'Connor.
<i>Medical Attendant</i>, .. .. .	..	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.R.C.P.
<i>Nature Study and Kindergarten</i> ..	..	Miss Macken.
<i>Drill</i>, .. .. .	..	Miss Farrelly.

"CHURCH OF IRELAND" TRAINING COLLEGE, KILDARE PLACE.

(For Masters and Mistresses).

<i>Manager</i> .—His Grace The Most Rev. J. F. PRADOCKE, D.D., Archbishop of Dublin.	
<i>Principal</i>, .. .. .	.. Rev. H. Kingsmill Moore, D.D., Ball Coll., Oxon.
<i>Lady Superintendent</i>, .. .. .	.. Miss Elsie M. Tuckey, B.A., T.C.D.
<i>Assistant Women's Department</i>, ..	.. (Vacancy).
<i>Chaplain</i>, .. .. .	.. Rev. H. Kingsmill Moore, D.D., &c.

PROFESSORS.

<i>Mathematical and Physical Sciences</i>, ..	.. W. Moore, Esq., B.A., T.C.D.
<i>English Language and Literature, History, and French, etc.</i>, .. .. .	.. Laurence E. Steele, Esq., M.A., T.O.D. B.L.
<i>English Language and Grammar, Geography, and Drawing</i>, .. .. .	.. John Cooke, Esq., M.A., T.O.D.
<i>Methods of Teaching, School Organisation, History of Education, Book-keeping, and Elementary Science</i>, .. .. .	.. Jeremiah Healy, Esq.

SUPPLEMENTAL.

<i>Drawing</i>, .. .. .	.. Miss H. Healy.
<i>Music - Vocal</i>, .. .. .	.. (Vacancy).
<i>Music - Instrumental</i>, .. .. .	.. George Harrison, Esq., and Mrs. Blake.
<i>Reading, etc.</i>, .. .. .	.. Mrs. Woodhouse, B.A., T.O.D.
<i>Gymnastic Instructor</i>, .. .. .	.. Mr. H. L. Harte.
<i>Needlework</i>, .. .. .	.. Miss H. Healy.
<i>Practical Cookery</i>, .. .. .	.. Miss Sullivan.
<i>Kindergarten, etc.</i>, .. .. .	.. Miss Tuckey.
<i>Superintendent (Men's Department)</i>, ..	.. Mr. J. Perry.
<i>Matron, Men's Department</i>, .. .. .	.. Mrs. Eaton.
<i>Matron, Women's Department</i>, .. ..	.. Miss Earl.
<i>Assistant Secretary and Accountant</i>, ..	.. Rev. P. Pirrie Comerney, B.A., F.U.I.
<i>Medical Attendant and Lecturer on Hygiene</i>, ..	.. Henry T. Bewley, Esq., M.D., M.R., &c.

"DE LA SALLE" TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.

(For Masters).

Manager.—The Most Rev. R. A. SKEEHAN, D.D., Bishop of Waterford and Lismore.

<i>Principal,</i>	.. ..	Rev. Bro. Ignatius P. Flood, B.A., N.U.I.
<i>Vice-Principal</i> { <i>Waterford</i>	Rev. Bro. Philbert Maher, M.A.	
{ <i>Dublin Hostel</i>	Rev. Bro. Stanislaus Hamill.	
<i>Chaplain,</i>	.. ..	Rev. M. C. Crotty, O.F.

PROFESSORS.

<i>English,</i>	.. ..	Rev. Bro. A. J. O'Connor, M.A., N.U.I.
<i>Do.,</i>	.. ..	Rev. Bro. Philip Maher, M.A., N.U.I.
<i>Mathematics, Irish, and History</i>	.. ..	James L. Ahern, Esq., B.A., N.U.I.
<i>Natural and Physical Science,</i>	.. ..	Rev. Bro. Philip M. Healy, B.A. B.Sc. (Lond.), and A.B.C.S.C.
		Rev. Bro. Stephen T. McGourty, B.A., N.U.I.
<i>Science and Art of Education, and Methods of Teaching.</i>		Rev. Bro. James D. Connors, B.A., L.C.F. (attached to Dublin Hostel).
		Rev. Brother P. J. Flynn, B.A., N.U.I.
<i>Professor of Mathematics and Assistant Professor of Science.</i>		Rev. Brother Brendan W. Herlihy, B.A., N.U.I., L.C.F.
<i>Art Subjects (3rd year training course)</i>	.. ..	Rev. Bro. Bercham O'Donnell, M.A., N.U.I. (attached to Dublin Hostel).

SUPPLEMENTAL.

<i>Music (Vocal and Instrumental),</i>	.. ..	W. Henry Murray, Esq., M.T.S.C., and Rev. Bro. Augustus Roche, J.T.S.C.
<i>Drawing,</i>	.. ..	Samuel J. Murphy, Esq.
<i>Do. (Assistant), and Geography,</i>	.. ..	Rev. Bro. Gerald T. Shochan, T.L.D. (Dublin).
<i>Reading and Elocution,</i>	.. ..	Joseph Goggin, Esq.
<i>Secretary, Accountant, &c.,</i>	.. ..	Rev. Bro. James Sharkett,
<i>Prefect of Discipline,</i>	.. ..	Rev. Bro. Edmund Gleeson, B.A., N.O.I.
<i>Drill Instructor,</i>	.. ..	Sergeant-Major Hibberd.
<i>Medical Attendant,</i>	.. ..	J. J. O'Sullivan, Esq., M.D.

"ST. MARY'S" TRAINING COLLEGE, BELFAST.

(For Mistresses).

Manager.—

<i>Principal,</i>	.. ..	Mrs. M. F. Kennedy.
<i>Vice-Principal,</i>	.. ..	Mrs. M. S. Kennedy.
<i>Chaplain</i>	.. ..	Very Rev. P. Convery, P.P., V.G.
<i>Bursar,</i>	.. ..	Mrs. M. V. Bean.
<i>Secretary</i>	.. ..	Mrs. Johnston.

PROFESSORS.

<i>Mathematics and History,</i>	.. ..	Miss Ryan, B.A.,
<i>Methods, &c.,</i>	.. ..	Miss G. C. Clarke.
<i>English, &c.,</i>	.. ..	Miss Mary McMahon, M.A., N.U.I.
<i>Manual Instruction, Drawing, Needlework, and Kindergarten.</i>		Miss Eliza Murphy.

SUPPLEMENTAL.

<i>Music,</i>	.. ..	Miss Hannin, Miss Gilmore, and Mrs. Murtagh.
<i>Elementary Science,</i>	.. ..	H. Lappin, Esq., B.A., N.U.I.
<i>Reading, &c.,</i>	.. ..	Miss E. McKisack.
<i>Grammar and Geography,</i>	.. ..	Mrs. Nolan, B.A., Q.U.B.
<i>Irish,</i>	.. ..	Miss M. MacMahon, M.A.
<i>Cookery</i>	.. ..	Mrs. M. V. Bean.
<i>Laundry</i>	.. ..	Miss M. Donnelly.
<i>Drill</i>	.. ..	Miss Margaret Dewey.
<i>Medical Officer</i>	.. ..	Sir Alexander Dempsey, M.D.

"MARTY IMMACULATE" TRAINING COLLEGE, LIMERICK.

(For Mistresses).

Manager.—The Most Rev. EDWARD T. O'DWYER, D.D., Bishop of Limerick.

<i>Principal</i> ,	Mrs. Quinlan.
<i>Vice-Principal</i> ,	Mrs. Cullinan.
<i>Chaplain</i> ,	Rev. Dr. O'Brien.
<i>Bursar</i>	Mrs. Leonard.

PROFESSORS.

<i>English Literature, &c.</i> ,	Rev. A. Murphy.
<i>Arithmetic and Mensuration</i> ,	D. Broderick, Esq., B.A.
<i>Science</i> ,	Mrs. Leonard.
<i>Practice of Teaching, Method, Irish, &c.</i> ,	Miss K. Murphy, B.A., B.U.I.
<i>Practice of Teaching and Recitation</i> ,	Mrs. Quinlan.
<i>Literature, Singing, &c.</i> ,	Mrs. Cullinan.

SUPPLEMENTAL.

<i>Vocal Music</i> ,	C. Kendal Irwin, Esq., I.S.M.
<i>Drawing, Music, &c.</i> ,	Mrs. Ryan and Mrs. Fleming.
<i>Drawing</i> ,	Miss T. Flanagan.
<i>Needlework, &c.</i> ,	Mrs. Murphy and Mrs. English.
<i>Cookery and Laundry</i> ,	Miss Mabel Vaughan.
<i>Arithmetic, &c.</i> ,	Mrs. Leonard and Mrs. Murphy.
<i>Geography, Kindergarten, Reading, &c.</i> ,	Mrs. Byrne.
<i>History, Reading, &c.</i> ,	Mrs. M'Guth.
<i>Medical Attendant</i> ,	J. Holmes, Esq., M.D.
<i>Sacristan, Infirmary, &c.</i> ,	Mrs. O'Connor.
<i>Drill Instructor</i> ,	Mr. P. Browne.

ANALYSIS of the Results of the ANSWERING at the EXAMINATIONS held in July, 1913, of the KING'S SCHOLARS in the TRAINING COLLEGES, at the end of their First and Final Years.

"MARLBOROUGH STREET" TRAINING COLLEGE.

(a) MEN.

	Final Year.	First Year.	Total.
Number of Students examined, ..	63	38	101
Character of Answering :—			
Excellent,	1	—	1
Very Good,	6	8	14
Good,	22	14	36
Fair,	15	6	21
Failed,	19	10	29
Total,	63	38	101

(b) WOMEN.

Number of Students examined, ..	58	107	165
Character of Answering :—			
Excellent,	3	—	3
Very Good,	10	25	41
Good,	29	63	92
Fair,	6	16	22
Failed,	4	3	7
Total,	58	107	165

"ST. PATRICK'S" TRAINING COLLEGE.

MEN.

Number of Students examined, ..	74	84	158
Character of Answering :—			
Excellent,	4	2	6
Very Good,	21	14	35
Good,	35	42	77
Fair,	10	17	27
Failed,	4	9	13
Total,	74	84	158

"OUR LADY OF MERCY" TRAINING COLLEGE.

WOMEN.

	Final Year.	First Year.	Total.
Number of Students examined, ..	107	90	197
Character of Answering :—			
Excellent,	—	3	3
Very Good,	33	35	68
Good,	66	49	115
Fair,	8	1	9
Failed,	—	2	2
Total,	107	90	197

"CHURCH OF IRELAND" TRAINING COLLEGE.

(a) MEN.

Number of Students examined, ..	17	16	33
Character of Answering :—			
Excellent,	—	2	2
Very Good,	3	6	9
Good,	7	8	15
Fair,	6	4	10
Failed,	1	4	5
Total,	17	16	33

(b) WOMEN.

Number of Students examined, ..	37	58	95
Character of Answering :—			
Excellent,	1	—	1
Very Good,	6	9	15
Good,	25	33	58
Fair,	4	14	18
Failed,	1	2	3
Total,	37	58	95

"DE LA SALLE" TRAINING COLLEGE.

MEN.

	Final Year.	First Year	Total.
Number of Students examined, ..	96	82	178
Character of Answering :—			
Excellent,	4	2	6
Very Good,	32	19	51
Good,	46	51	96
Fair,	14	6	20
Failed,	1	4	5
Total,	96	82	178

"ST. MARY'S" TRAINING COLLEGE.

WOMEN.

Number of Students examined, ..	50	48	98
Character of Answering :—			
Excellent,	5	—	5
Very Good,	23	15	38
Good,	19	31	50
Fair,	1	2	3
Failed,	2	—	2
Total,	50	48	98

"MARY IMMACULATE" TRAINING COLLEGE.

WOMEN.

Number of Students examined, ..	45	55	100
Character of Answering :—			
Excellent,	5	—	5
Very Good,	31	33	64
Good,	9	22	31
Fair,	—	—	—
Failed,	—	—	—
Total	45	55	100

I.—LIST OF SIXTY-SIX NON-VESTED SCHOOLS struck off the Roll during the year ended 31st December, 1913.

County.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.	Reason for striking School off Roll.
Armagh	1944	Sheepwalk	Lisburn Rural	R.C.	Amalgamated with Stomertree N.S.
Do.	16996	Mockmore (1)	Armagh Rural	Pres.	Superseded by the Lawther (new) N.S.
Do.	7712	Daillygowan	Larne Rural	Pres.	Amalgamated with Designers N.S.
Do.	5004	Dunderry	Armagh Rural	Pres.	Not required.
Do.	12545	Ballymonea Street Girls'	Ballymonea Urban	R.C.	Amalgamated with Ballymonea St. Boys' N.S.
Do.	3934	Ballycastle Girls'	Ballycastle Rural	R.C.	Girls' and Infants' schools amalgamated as St. Bridget's Convent N.S.
Do.	9059	Commonaghlagher	Ballymena Rural	Pres.	Not required.
Do.	2497	Mullinghobagh	Larne Rural	Pres.	Superseded by Mullinghobagh (new) N.S.
Do.	10254	Railway St. Boys'	Lisburn Urban	Pres.	Superseded by new mixed school, Brownlee Memorial N.S.
Do.	10321	do. Girls'	do.	Pres.	Superseded by Lisburn (new) N.S.
Armagh	118	Lisburn	Newry (2) Rural	R.C.	Superseded by Lisburn (new) N.S.
Cavan	7381	Drumkeena	Cavan Rural	Pres.	Amalgamated with Desrylane N.S.
Donagall	1471	Carrowmaguonagh	Millford Rural	R.C.	Superseded by Carrowmaguonagh (new) N.S.
Do.	5273	Owey Island	Giant's Rural	R.C.	Superseded by Owey Island (new) N.S.
Do.	0492	Doughbeg	Millford Rural	R.C.	Superseded by Doughbeg (new) N.S.
Do.	4636	Carnore	Strabane (2) Rural	Pres.	Superseded by Carnore (new) N.S.
Down	14416	Rosario Boys'	Belfast City	R.C.	Superseded by Rosario (new) Boys' and Girls' N.S.
Do.	15200	do. Girls'	do.	R.C.	Superseded by Rosario (new) Boys' and Girls' N.S.
Do.	3374	Mt. Street	Newtownards Urban	Pres.	Amalgamated with Newtownards (2) N.S.
Do.	3979	Ashted	Banbridge Rural	Pres.	Amalgamated with Tollymore N.S.
Do.	3038	Banbridge P.L.U.	Banbridge Urban	Off.	Closed operation.
Fermanagh	8970	Cashelindrea Girls'	Bellack Rural	R.C.	Amalgamated with Cashelindrea Boys' N.S.
Londonderry	15453	Lisnacarrow	Londonderry (1) Rural	Pres.	Amalgamated with Ardmore N.S.
Do.	4356	Tynan West	Magherafelt Rural	Pres.	Amalgamated with Lisnacarrow N.S.
Monaghan	4244	Castleblayney Convent.	Castleblayney Urban	R.C.	Superseded by Castleblayney Convent (new) N.S.
Do.	10387	Castleblayney Infants'	do.	R.C.	Superseded by Castleblayney Convent Infants' (new) N.S.
Do.	3876	Cleve	Castleblayney Rural	R.C.	Closed operation.
Tyrone	3463	Bohannan	Omagh Rural	R.C.	Amalgamated with Castleroddy N.S.
Do.	5410	Garvagh	Castleroddy Rural	Pres.	Superseded by Garvagh (new) N.S.
Do.	4749	Anglin	Omagh Rural	Pres.	Amalgamated with Gillygooley N.S.
Cork	13386	Walshestown	Middleton Rural	R.C.	Superseded by Templemacarraig (new) N.S.
Do.	6901	Kilmahon Girls'	do.	R.C.	Amalgamated with Kilmahon Boys' N.S.
Do.	9917	Aghina	Macroom Rural	R.C.	Superseded by Aghina (new) N.S.
Do.	12793	Guramate	Macroom Rural	R.C.	Closed operation.
Kerry	5349	Enniscrone Girls'	Kenmare Rural	R.C.	Amalgamated with Enniscrone Boys' N.S.
Do.	5352	Killynna	Lisowal Rural	R.C.	Superseded by Killynna (new) N.S.
Limerick	13722	Boxborough	Limerick (1) Rural	R.C.	Superseded by Boxborough (new) N.S.
Tipperary	4003	Two-mileberry	Thurles Rural	R.C.	Superseded by Two-mileberry (new) N.S.
Do.	11940	Flanore	Borrisokane Rural	R.C.	Closed operation.
Do.	2443	Templemichael Boys'	Thurles Rural	R.C.	Superseded by Templemichael (new) Boys' and Girls' N.S.
Do.	2444	do. Girls'	do.	R.C.	Not required.
Do.	1815	Chareen	do.	R.C.	Not required.
Waterford	14212	Kilmorden	Waterford (1) Rural	R.C.	Closed operation.
Dublin	11737	St. Stephen's Girls'	Pembroke Urban	R.C.	Amalgamated with St. Stephen's Boys' N.S.
Kildare	746	Broadford Girls'	Blanchardstown (2) Rural	R.C.	Amalgamated with Broadford Boys' N.S.
Kilkenny	7902	Urringford Girls'	Urringford (1) Rural	R.C.	Superseded by Urringford (new) Girls' and Boys' N.S.
Do.	8084	do. Boys'	do.	R.C.	Superseded by Urringford (new) Girls' and Boys' N.S.

*Non-Vested Schools struck off the Roll.
Grants withdrawn from Vested Schools.*

I.—LIST OF SIXTY-SIX NON-VESTED SCHOOLS struck off the Roll during the year ended the 31st December, 1913—con.

County.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.	Reason for striking School off Roll.
Kilkenny ..	7260	Kilmeadow Convent	Waterford (2) Rural	R.C.	Superseded by Kilmeadow (new) Convent N.S.
Do. ..	8562	Kilmanagh ..	Oullin Rural ..	R.C.	Superseded by Kilmanagh (new) N.S.
King's ..	4711	Cadamtown ..	Bier (1) Rural ..	R.C.	Superseded by Cadamtown (new) N.S.
Louth ..	853	Termenfeckin Boys'	Louth Rural ..	R.C.	{ Superseded by Termenfeckin (new) Boys' and Girls' N.S.
Do. ..	4206	do. Girls'	District of Drogheda Union.	R.C.	
Do. ..	4883	Bellurgen ..	Dundalk Rural ..	R.C.	Superseded by Bellurgen (new) N.S.
Meath ..	1544	KM Girls' ..	Trim Rural ..	R.C.	Amalgamated with KM Boys' N.S.
Do. ..	11672	Ervey ..	Kells Rural ..	Pres.	Ceased operation.
Do. ..	5752	Dramconrath Boys'	Ardee (2) Rural ..	R.C.	{ Superseded by Dramconrath (new) Boys' and Girls' N.S.
Do. ..	5635	do. Girls'	do. ..	R.C.	
Wicklow ..	11958	Fortgranite ..	Ballinglass (1) Rural	R.C.	School withdrawn by Patron from connection with Board.
Galway ..	16027	Ashford ..	Oughterford Rural	R.C.	Ceased operation.
Do. ..	9248	Allie ..	Loughrea Rural ..	R.C.	Superseded by Allie (new) N.S.
Leitrim ..	1340	Corragan ..	McMill Rural ..	R.C.	Superseded by Corragan (new) N.S.
Do. ..	8675	Stracomor ..	Manorhamilton ..	R.C.	Superseded by St. Joseph's (Kilmainery) (new) N.S.
Mayo ..	11461	Elvina ..	Claremorris Rural	R.C.	Superseded by Elvina (new) N.S.
Do. ..	14944	Rusheen ..	Westport Rural ..	R.C.	Ceased operation.
Sligo ..	0901	St. John's ..	Sligo Urban ..	R.C.	Amalgamated with Sligo Model School.
Do. ..	12425	Maeshill ..	Tobereury Rural	R.C.	Superseded by Maeshill (new) N.S.

II.—LIST OF TWELVE VESTED SCHOOLS from which GRANTS were withdrawn during the year ended 31st December, 1913.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested.	Religious Denomination of Manager.	Reason for Withdrawing Grant.
Cavan ..	1557	Cooteshill Boys' ..	Cooteshill Urban ..	v.e.	R.C.	Superseded by St. Michael's Boys' (new) N.S.
Donegal ..	9577	Cartowan ..	Londonderry (2) Rural.	v.e.	R.C.	Not required.
Londonderry	15863	St. Eugene's Boys'	Londonderry City	v.e.	R.C.	Superseded by St. Eugene's Boys' (new) N.S.
Tyrone ...	2254	Brackville Boys...	Dungannon Rural	v.e.	R.C.	Superseded by Primate Donohue Memorial Boys' and Girls' (new) N.S.
Do. ..	2255	do. Girls'	do. ..	v.e.	R.C.	
Clare ..	13852	Clonigulane Girls'	Kilrush Rural ..	v.e.	R.C.	Amalgamated with Clonigulane Boys' N.S.
Cork ..	9316	Tullacease Girls' ..	Keatunk Rural ..	v.e.	R.C.	Amalgamated with Tullacease Boys' N.S.
Tipperary	6844	Gormanstown G.	Closhen Rural ..	v.e.	R.C.	Amalgamated with Gormanstown Boys' N.S.
Kilkenny ..	7139	*Garrygang ..	Carriek-on-Suir (3) Rural.	v.e.	R.C.	Not required.
Meath ..	2088	Coomeen ..	Kells Rural ..	v.e.	R.C.	Superseded by Coomeen (new) N.S.
Queen's ..	1157	Rathdowney Convt.	Abbeyleix Rural ..	v.e.	R.C.	Superseded by Rathdowney Convent (new) N.S.
Mayo ..	18479	Dereendallderg Girls'	Ceshlebar Rural ..	v.e.	R.C.	Amalgamated with Dereendallderg Boys' N.S.

* Grants subsequently restored.

III.—LIST OF FOUR NON-VESTED SCHOOLS to which GRANTS were made during the year ended 31st December, 1913. . .

County.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Donegal ...	16383	Doobin ...	Donegal Rural ...	R.C.
Londonderry ...	16398	St. Colum's ...	Coleraine Rural ...	R.C.
Monaghan ...	16408	Cernaghia ...	Monaghan Rural ...	R.C.
King's ...	16447	Perbano (2) ...	Birr (1) Rural ...	E.C.

IV.—LIST OF FIFTY-ONE BUILDING CASES brought into operation during the year ended 31st December, 1913.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested.	Religious Denomination of Manager.
Antrim ...	16274	The Lawther ...	Antrim Rural ...	V.C.	Pres.
Do. ...	16266	Mullaghdubb ...	Larne Rural ...	V.C.	Pres.
Do. ...	16312	Brownlee Memorial ...	Lisburn Urban ...	V.C.	Pres.
Annagh ...	16221	Lissummon ...	Newry (2) Rural ...	V.E.	R.C.
Cavan ...	16273	St. Michael's Boys' (Cootehill).	Cootehill Urban ...	V.E.	R.C.
Donegal ...	16162	Carrownagamonagh ...	Millford Rural ...	V.E.	R.C.
Do. ...	15926	Owey Island ...	Glenties Rural ...	V.E.	R.C.
Do. ...	16242	Doughbeg ...	Millford Rural ...	V.E.	R.C.
Do. ...	16276	Carnowen ...	Strabane (2) Rural ...	V.E.	Pres.
Down ...	16266	Rosario Boys' ...	Belfast City ...	V.E.	R.C.
Do. ...	16261	Rosario Girls' ...	do. ...	V.E.	R.C.
Do. ...	16198	St. Anthony's Boys' ...	do. ...	V.E.	R.C.
Do. ...	16199	St. Anthony's Convent ...	do. ...	V.E.	R.C.
Do. ...	16280	Willowfield (2) ...	do. ...	V.E.	R.C.
Londonderry ...	16318	St. Eugene's Boys' ...	Londonderry City ...	V.E.	R.C.
Monaghan ...	16202	Castleblayney Convent ...	Castleblayney Urban ...	V.E.	R.C.
Do. ...	16319	Castleblayney Convent Infant.	do. ...	V.E.	R.C.
Tyrone ...	16236	St. Mary's (Lisnory) ...	Dungannon Rural ...	V.E.	R.C.
Do. ...	16216	Garvetagh ...	Castlederg Rural ...	V.C.	Pres.
Do. ...	16216	Primato Dixon Meml. Boys'.	Dungannon Rural ...	V.E.	R.C.
Do. ...	16434	Primato Dixon Meml. Girls'.	do. ...	V.E.	R.O.
Cork ...	15947	Templemacarriga ...	Midleton Rural ...	V.E.	R.C.
Do. ...	16163	Anahoe Boys' ...	Millstreet Rural ...	V.E.	R.C.
Do. ...	16195	Anahoe Girls' ...	do. ...	V.E.	R.C.
Do. ...	16253	Aghina ...	Macroom Rural ...	V.E.	R.C.
Kerry ...	16033	Killynan ...	Listowel Rural ...	V.E.	R.C.
Limerick ...	15936	Boxborough ...	Limerick (1) Rural ...	V.E.	R.C.
Tipperary ...	16211	Twonmolehorris ...	Thurles Rural ...	V.E.	R.C.
Do. ...	16256	Templetoohy Boys' ...	do. ...	V.E.	R.C.
Do. ...	16251	Templetoohy Girls' ...	do. ...	V.E.	R.C.
Waterford ...	15658	Moanmoran ...	Dungarvan Rural ...	V.E.	R.C.
Kilkenny ...	16158	Urlingford Girls' ...	Urlingford (1) Rural ...	V.E.	R.C.
Do. ...	16156	Urlingford Boys' ...	do. ...	V.E.	R.C.

IV.—LIST OF FIFTY-ONE BUILDING CASES brought into operation during the year ended 31st December, 1913—con.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested.	Religious Denomination of Manager.
Kilkenny ...	15032	Kilmaonow Convent ...	Waterford (2) Rural	V.T.	R.C.
Do. ...	15073	Kilmanagh ...	Callan Rural ...	V.T.	R.C.
King's Co. ...	15012	Cadamstown ...	Birr (1) Rural ...	V.T.	R.C.
Louth ...	15208	Tortoonfeekin Boys' ...	Louth Rural District of Drogheda Union.	V.T.	R.C.
Do. ...	15209	Tortoonfeekin Girls' ...	do. ...	V.T.	R.C.
Do. ...	15249	Bellurgan ...	Dundalk Rural ...	V.T.	R.C.
Meath ...	15143	Draughton Boys' ...	Ardee Rural ...	V.T.	R.C.
Do. ...	15144	Draughton Girls' ...	do. ...	V.T.	R.C.
Do. ...	15132	Cormac ...	Kells Rural ...	V.T.	R.C.
Do. ...	15247	Coolrone ...	Trim Rural ...	V.T.	R.C.
Queen's ...	15253	Rathdowney Convent	Abbeyleix Rural ...	V.T.	R.C.
Galway ...	15157	Aille ...	Loughrea Rural ...	V.T.	R.C.
Leitrim ...	15290	Cornagone ...	Mohill Rural ...	V.T.	R.C.
Do. ...	15130	St. Joseph's (Killinuremery).	Manorhamilton Rural	V.T.	R.C.
Mayo ...	15066	Rathmorgon ...	Belmullet Rural ...	V.T.	R.C.
Do. ...	15019	Kilvine ...	Claremorris Rural ...	V.T.	R.C.
Roscommon ...	15053	Ballyferan Girls' ...	Athlone (2) Rural ...	V.T.	R.C.
Sligo ...	15016	Masshill ...	Toboonry Rural ...	V.T.	R.C.

V.—NON-VESTED SCHOOL to which GRANTS were restored during the year ended 31st December, 1913.

County.	Roll No.	Name of School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Down ...	8742	Drumice ...	Banbridge Rural ...	Pres.

NOTE.—Listowel Poor Law Union N.S. (Roll No. 4314), which had been struck off the roll of national schools, was again recognised.

VI.—VESTED SCHOOLS to which GRANTS were restored during the year ended 31st December, 1913.

County.	Roll No.	Name of School.	Rural or Urban District or Town.	How Vested.	Religious Denomination of Manager.
—	—	(Nil).	—	—	—

VII.—LIST OF EIGHTY-THREE VESTED SCHOOLS, towards the erection of which the Commissioners sanctioned Grants during the year 1913.

County, Roll No. and Name of School.	Number of Pupils to be accommodated.	How Voted.	Religious Denomination of Applicant.
ANTRIM.			
16376 Usteroville	404*	V.C.	Pres.
16394 Rasharkin	80	V.C.	Pres.
16402 Holyroos B.	170*	V.E.	R.C.
16411 Craigmore	120	V.C.	Pres.
16417 St. Joseph's	85	V.E.	R.C.
16419 Holy Family Boys'	240*	V.T.	R.C.
16420 Holy Family Girls'		V.T.	R.C.
16432 Kirkcubbin		70	V.C.	Pres.
16440 Galkannagh	55	V.C.	Pres.
ARMAGH.			
16441 Tullyhorron	60	V.T.	R.C.
CAVAN.			
16378 Headford	40	V.T.	R.C.
16390 Killeshandra Boys'	150	V.T.	R.C.
16391 Killeshandra Girls'		V.T.	R.C.
DONEGAL.			
16357 Fintra	35	V.E.	R.C.
16375 Frosses	140	V.E.	R.C.
16384 Arrammore (2)	160	V.E.	R.C.
16388 Moenacrossa	40	V.T.	R.C.
16395 Killoe	120	V.T.	R.C.
16423 Dunlewey	70	V.T.	R.C.
16443 Cashelard	50	V.T.	R.C.
DOWS.			
16369 St. Peter's Boys'	90	V.T.	R.C.
16425 St. Bridget's Girls' (Ballyphilip)	100	V.T.	R.C.
FERMANAGH.			
16368 Derryhallow	30	V.T.	R.C.
16405 Killaaculla	45	V.T.	R.C.
LONDONDERRY.			
16380 Castledawson	120	V.C.	Pres.
16393 St. Eugene's Cathedral Infants'	280	V.T.	R.C.
MONAGHAN.			
16407 Corraoharra	50	V.E.	R.C.
16439 Derryvalley	50	V.C.	Pres.

* Exclusive of a special room for practical instruction.

VII.—continued.

County, Roll No. and Name of School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
TYRONE.						
16362	Draughabey	...	...	45	V.T.	R.C.
16373	Anghnamerrigan	...	...	40	V.T.	R.C.
16412	Culmore	...	...	75	V.T.	R.C.
16424	St. Columba's	...	...	45	V.T.	R.C.
CLARE.						
16369	Ennistymon Convent	...	...	230 [*]	V.T.	R.C.
CORK.						
16377	Queenstown Convent	...	...	691 [†]	V.T.	R.C.
16396	Boherbee Boys'	...	...	170	V.T.	R.C.
16397	Boherbee Girls'	...	...		V.T.	R.C.
16437	Foileoghig Boys'	...	...		V.T.	R.C.
16438	Foileoghig Girls'	...	...		V.T.	R.C.
KERRY.						
16433	Rathmore Boys'	...	...	140	V.T.	R.C.
LIMERICK.						
16371	Cratloe Boys'	...	...	130	V.T.	R.C.
16372	Cratloe Girls'	...	...		V.T.	R.C.
16443	St. Patrick's Boys'	...	...	65	V.T.	R.C.
16444	St. Patrick's Girls'	...	...	110	V.T.	R.C.
TIPPERARY.						
16399	Poyntstown Boys'	...	...	150	V.T.	R.C.
16400	Poyntstown Girls'	...	...		V.T.	R.C.
16416	Clash	...	...	45	V.T.	R.C.
WATERFORD.						
16418	St. Patrick's	...	...	120	V.T.	R.C.
CARLOW.						
16367	Bagenalstown Convent	...	...	303 [*]	V.T.	R.C.
DUBLIN.						
16364	John Street West Boys'	...	...	320 [*]	V.T.	R.C.
16365	John Street West Girls'	...	...		V.T.	R.C.
16366	John Street West Infants'	...	...		V.T.	R.C.
16385	St. John's United Boys'	...	...		V.T.	R.C.
16386	St. John's United Girls'	...	...	200	V.T.	R.C.
16387	St. John's United Infants'	...	...		V.T.	R.C.

* Exclusive of a special room for practical instruction.

† Exclusive of three special rooms for practical instruction.

VII.—continued.

County, Roll No. and Name of School.				Number of pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
KILDARE.						
16421	Sallins Boys'	...	...	130	V.E.	R.C.
16422	Sallins Girls'	...	...		V.E.	R.C.
KILKENNY.						
16403	Inistiogue Boys'	...	...	140	V.E.	E.C.
16404	Inistiogue Girls'	...	...		V.E.	E.C.
16406	Bennettsbridge	...	...	120	V.E.	R.C.
16426	Dunbell	...	...	55	V.E.	R.C.
16430	Owning Convent	...	...	130	V.E.	R.C.
16445	Clagh Boys'	...	...	160	V.E.	R.C.
16446	Clagh Girls'	...	...		V.E.	R.C.
KINC'S.						
16392	Longford	...	...	40	V.E.	R.C.
LOUTH.						
16431	Stonetown	...	...	75	V.E.	R.C.
16435	Dromiskin Boys'	...	...	155	V.E.	R.C.
16436	Dromiskin Girls'	...	...		V.E.	R.C.
WEXFORD.						
16381	Castlebridge Boys'	...	...	130	V.E.	R.C.
16382	Castlebridge Girls'	...	...		V.E.	R.C.
16409	Ballygarrett	...	...	100	V.E.	R.C.
16413	Cushinstown	...	...	60	V.E.	R.C.
WICKLOW.						
16389	Munklagh	...	...	30	V.E.	R.C.
GALWAY.						
16370	Kilcooly	...	...	60	V.E.	R.C.
16410	Ballinderry	...	...	105	V.E.	R.C.
16428	Garafine	...	...	50	V.E.	R.C.
16429	Slatefield	...	...	50	V.E.	R.C.
MAYO.						
16374	Belfarsad	...	...	60	V.E.	R.C.
16379	Valley	...	...	60	V.E.	R.C.
16401	Toomore	...	...	85	V.E.	R.C.
ROSCOMMON.						
16427	Cloonown	...	...	100	V.E.	R.C.
SLEIGO.						
16363	Gleaneasky	...	...	35	V.E.	R.C.
16414	St. Mary's Convent (Ballymote)	...	...	75	V.E.	R.C.
16415	St. Mary's Convent Infants'	...	...	120	V.E.	R.C.

* Exclusive of a special room for practical instruction.

VIII.—LIST OF TWO HUNDRED AND FORTY-NINE VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants (including schools for which Grants were sanctioned in 1913); but which had not come into operation on 31st December, 1913.

Roll No. and School.		Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
ANTRIM.				
16172	Malvern Street	120	V.T.	Pres.
16213	All Saints	300	V.C.	E.C.
16233	St. Patrick's	65	V.T.	R.C.
16331	St. Mary's, Derryelone	55	V.T.	R.C.
16376	Uisterville	404*	V.C.	Pres.
16394	Rusharkin	80	V.C.	Pres.
16402	Holycross Boys'	170*	V.T.	R.C.
16411	Craigmore	120	V.C.	Pres.
16417	St. Joseph's	85	V.T.	R.C.
16419	Holy Family Boys'	240* {	V.T.	R.C.
16420	Holy Family Girls'		V.T.	R.C.
16432	Kirishills	70	V.C.	Pres.
16440	Galdanagh	55	V.C.	Pres.
ARMAGH.				
16441	Tollymore	60	V.T.	R.C.
CAVAN.				
16502	Killinkero	70	V.T.	R.C.
16301	St. Michael's Convent	130	V.T.	R.C.
16306	Kilduff	60	V.T.	R.C.
16316	Arva Boys'	140 {	V.T.	R.C.
16317	Arva Girls'		V.T.	R.C.
16378	Headford	40	V.T.	E.C.
16390	Killeshandra Boys'	150 {	V.T.	R.C.
16391	Killeshandra Girls'		V.T.	R.C.
DONEGAL.				
16090	Traighena	65	V.T.	R.C.
16146	Leadbog	35	V.C.	E.C.
16241	Ballymichael	85	V.T.	R.C.
16279	St. Columba's	80	V.T.	R.C.
16300	Keelogs (2)	65	V.T.	R.C.
16323	Dooish	60	V.T.	R.C.
16326	Ballyholey	35	V.T.	Pres.
16331	Treata	55	V.C.	Pres.
16342	Meenmore	25	V.T.	R.C.
16349	Dromore	60	V.T.	R.C.
16357	Fintna	35	V.T.	R.C.
16375	Prosses	140	V.T.	R.C.
16384	Arranmore (2)	160	V.T.	R.C.
16388	Meenacross	40	V.T.	R.C.
16395	Kilcar	120	V.T.	R.C.
16423	Dunlewey	70	V.T.	R.C.
16442	Cashelard	50	V.T.	R.C.

Exclusive of a special room for practical instruction.

VIII.—continued.

Roll No. and School.	Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
DOWNS.			
16275 Strand	170	V.C.	Pres.
16354 Clonvaraghan	90	V.T.	R.C.
16360 St. Peter's Boys' ...	90	V.T.	R.C.
16425 St. Brigid's Girls' (Ballyphilip)	100	V.T.	R.C.
FERMANAGH.			
16050 St. Patrick's (Holywell) ..	55	V.T.	R.C.
16219 Ardara	70	V.T.	R.C.
16368 Derryhallow	30	V.T.	R.C.
16405 Killaenilla	45	V.T.	R.C.
LONDONDERRY.			
16226 Derganagh	70	V.C.	Pres.
16356 Rosedowney	220*	V.T.	R.C.
16390 Castledawson	120	V.C.	Pres.
16393 St. Eugene's Cathedral Infants'	280	V.T.	R.C.
MONAGHAN.			
16022 Edonmore	55	V.T.	R.C.
16407 Corracharra	50	V.T.	R.C.
16439 Derryvalley	50	V.C.	Pres.
TYRONE.			
16171 Legfordrum	30	V.T.	R.C.
16214 Cookstown	100	V.C.	Pres.
16234 Moortown Boys'	75	V.T.	R.C.
16235 Do. Girls'	75	V.T.	R.C.
16238 St. Patrick's Girls'	55	V.T.	R.C.
16298 St. Mary's (Pomeroy) Boys' ..	120	V.T.	R.C.
16299 Do. do. Girls'		V.T.	R.C.
16305 Tinniska	50	V.T.	R.C.
16362 Drumabey	45	V.T.	R.C.
16373 Aghnamerrigan	40	V.T.	R.C.
16412 Culmore	75	V.T.	R.C.
16424 St. Columba's	45	V.T.	R.C.
CLARE.			
15549 Ballybran	65	V.T.	R.C.
15908 Balfard	120	V.T.	R.C.
16006 Kilmarry Ibricane	120	V.T.	R.C.
16178 Victoria Road	65	V.C.	R.C.
16180 Inch	75	V.T.	R.C.
16277 Lilsheen	70	V.T.	R.C.
16350 Ennistymon Convent ...	230*	V.T.	R.C.
CORK.			
15323 Kilsallen Boys'	60	V.T.	R.C.
15324 Do. Girls'	60	V.T.	R.C.
15661 Cullen Boys'	100	V.T.	R.C.
15662 Cullen Girls'		V.T.	R.C.

* Exclusive of a special room for practical instruction.

VIII.—continued.

Roll No. and School.		Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
CONF.—con.				
16109	Ballycotton Boys'	60	V.T.	R.C.
16110	Do. Girls'	60	V.T.	R.C.
16210	Kelmeacagh	45	V.T.	R.C.
16246	Dromachugh	70	V.T.	R.C.
16254	Kilnader	55	V.T.	R.C.
16255	Reingaroga	30	V.T.	R.C.
16259	Kilcolman	75	V.T.	R.C.
16262	Borlann	40	V.T.	R.C.
16271	Watergrasshill	80	V.T.	R.C.
16286	Fourmilewater Boys' ..	65	V.T.	R.C.
16287	Do. Girls'	65	V.T.	R.C.
16297	Coomshola Girls'	80	V.T.	R.C.
16310	Schull Boys'	75	V.T.	R.C.
16324	Gortalassa	55	V.T.	R.C.
16329	Milken	50	V.T.	R.C.
16335	Rylane Boys'	100	V.T.	R.C.
16336	Do. Girls'		V.T.	R.C.
16339	St. Joseph's Monastery ..	380*	V.T.	R.C.
16377	Queensdown Convent ..	691†	V.T.	R.C.
16396	Boherbee Boys'	170	V.T.	R.C.
16397	Boherbee Girls'		V.T.	R.C.
16437	Foileoghig Boys'	130	V.T.	R.C.
16438	Foileoghig Girls'		V.T.	R.C.
KERRY.				
15592	Ventley Boys'	100	V.T.	R.C.
15593	Do. Girls'		V.T.	R.C.
15644	Tiarnabon Boys'	65	V.T.	R.C.
15645	Do. Girls'	85	V.T.	R.C.
15757	Caherelohann	120	V.T.	R.C.
16014	St. Finian's Boys'	210	V.T.	R.C.
16015	Do. Girls'		V.T.	R.C.
16078	St. John's, Cashlagh ..	75	V.T.	R.C.
16147	Enalaghmore Boys' ..	75	V.T.	R.C.
16148	Do. Girls'	75	V.T.	R.C.
16150	Coolmoohill	75	V.T.	R.C.
16217	Brackham Boys'	280	V.T.	R.C.
16218	Do. Girls'		V.T.	R.C.
16281	St. Gobnot's	90	V.T.	R.C.
16290	St. Ita's	80	V.T.	R.C.
16328	St. Vincent's Girls' ..	130	V.T.	R.C.
16433	Rathmore Boys'	140	V.T.	R.C.
LOREBRICK.				
15685	Athena Boys'	105	V.T.	R.C.
15686	Do. Girls'	105	V.T.	R.C.
15700	Cloverfield	75	V.T.	R.C.
16212	Rochestown	50	V.T.	R.C.
16232	Cahereonlish	140	V.T.	R.C.
16237	Dromtrassna	120	V.T.	R.C.
16239	Mooneilly	120	V.T.	R.C.
16240	Foileagh	80	V.T.	R.C.
16264	Abbeyfeale	70	V.T.	R.C.
16320	Do. (2)	80	V.T.	R.C.
16371	Orntloe Boys'	130	V.T.	R.C.
16372	Orntloe Girls'		V.T.	R.C.
16443	St. Patrick's Boys' ..	65	V.T.	R.C.
16444	St. Patrick's Girls' ..	110	V.T.	R.C.

* Exclusive of a special room for practical instruction.

† Exclusive of three special rooms for practical instruction.

VIII.—continued.

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
TIPPERARY.						
16276	Corrig	..	..	100	V.T.	R.C.
16344	St. Mary's Boys'	..	..	150*	V.T.	R.C.
16399	Poyntstown Boys'	..	..	150	V.T.	R.C.
16400	Poyntstown Girls'	..	..	45	V.T.	R.C.
16410	Clash	..	..	
WATERFORD.						
16272	Affano	..	..	57	V.T.	R.C.
16418	St. Patrick's	..	..	120	V.T.	R.C.
CARLOW.						
15934	Tobinstown	..	..	60	V.T.	R.C.
16367	Bagonalstown Convent	..	..	303*	V.T.	R.C.
DUBLIN.						
16235	Gravelin Boys'	..	..	150	V.T.	R.C.
16236	Do. Girls'	..	..	60	V.T.	R.C.
16267	Portrane Boys'	..	..	70	V.T.	R.C.
16268	Do. Girls'	..	..	250*	V.T.	R.C.
16332	St. Patrick's Boys' (Skerries)	..	..	120	V.T.	R.C.
16333	Do. Girls' do.	..	..	150	V.T.	R.C.
16332	Cabinteely Boys'	..	..	
16333	Do. Girls'	..	..	
16364	John Street West Boys'	..	..	300*	V.T.	R.C.
16365	John Street West Girls'	..	..	
16366	John Street West Infants'	..	..	
16365	St. John's United Boys'	..	..	200	V.T.	R.C.
16366	St. John's United Girls'	..	..	
16367	St. John's United Infants'	..	..	
KILDARE.						
15870	Newbridge Boys'	..	..	150	V.T.	R.C.
15871	Do. Infants	..	..	270	V.T.	R.C.
16302	Browstown Boys'	..	..	160	V.T.	R.C.
16303	Do. Girls'	..	..	90	V.T.	R.C.
16345	Nurnoy	..	..	130	V.T.	R.C.
16421	Sallins Boys'	..	..	
16422	Do. Girls'	..	..	
KILKENNY.						
16140	Skooaghvostheen	..	..	45	V.T.	R.C.
16204	Gasebo, Boys'	..	..	185	V.T.	R.C.
16205	Do. Girls'	..	..	60	V.T.	R.C.
16207	Castlowarren	..	..	65	V.T.	R.C.
16230	Lisnafunchin	..	..	105	V.T.	R.C.
16248	Dunkitt	..	..	90	V.T.	R.C.
16311	Graignamanagh	..	..	75	V.T.	R.C.
16355	Clofantagh	..	..	
16403	Inistiogue Boys'	..	..	140	V.T.	R.C.
16404	Inistiogue Girls'	..	..	120	V.T.	R.C.
16406	Bennettsbridge	..	..	55	V.T.	R.C.
16426	Dumbell	..	..	130	V.T.	R.C.
16430	Owning Convent	..	..	
16445	Clogh Boys'	..	..	160	V.T.	R.C.
16446	Clogh Girls'	..	..	

* Exclusive of a special room for practical instruction.

VIII.—*continued.*

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
KING'S.						
16252	Clonsillaugh,	..	..	60	V.T.	R.C.
16302	Longford	...	...	40	V.T.	R.C.
LONGFORD.						
15975	Cullyfad,	..	..	70	V.T.	R.C.
16206	Clonsilla	..	..	70	V.T.	R.C.
16282	Clonsilla,	..	..	95	V.T.	R.C.
LOUTH.						
16431	Stonstown	...	...	75	V.T.	R.C.
16435	Dromiskin Boys'	...	...	165	V.T.	R.C.
16436	Dromiskin Girls'	...	...		V.T.	R.C.
QUEEN'S.						
16160	Clonsilla,	..	..	70	V.T.	R.C.
WESTMEATH.						
16304	Milltown Pass,	..	..	50	V.T.	R.C.
16322	Ballinacilly,	..	..	55	V.T.	R.C.
16340	Ballinacilly, Boys'	...	...	140	V.T.	R.C.
16341	Do., Girls'	...	...		V.T.	R.C.
WEXFORD.						
15937	Monaseel,	..	..	90	V.C.	R.C.
16202	Monaseel,	..	..	90	V.T.	R.C.
16381	Castlebridge Boys'	...	...	130	V.T.	R.C.
16382	Do., Girls'	...	...		V.T.	R.C.
16409	Ballygarrett	...	...	100	V.T.	R.C.
16413	Cashinstown	...	...	60	V.T.	R.C.
WICKLOW.						
16389	Mucklagh	...	...	30	V.T.	R.C.
GALWAY.						
16043	Olanagimla,	..	..	95	V.T.	R.C.
16182	Carrowkeel,	..	..	75	V.T.	R.C.
16222	Killeenan,	..	..	30	V.T.	R.C.
16223	Ardeevin, Boys'	...	...	150	V.T.	R.C.
16224	Do., Girls'	...	...		V.T.	R.C.
16225	Killalaghten,	..	..	80	V.T.	R.C.
16263	Leitrim,	..	..	85	V.T.	R.C.
16293	Kilreacle,	..	..	50	V.T.	R.C.
16300	Goulasso,	..	..	40	V.T.	R.C.
16327	Farm,	..	..	75	V.T.	R.C.
16370	Kilcooly	...	...	80	V.T.	R.C.
16410	Ballinderry	...	...	105	V.T.	R.C.
16428	Gerafine	...	...	50	V.T.	R.C.
16429	Slaterfield	...	...	50	V.T.	R.C.
LEITRIM.						
16126	Kilmore,	..	..	75	V.T.	R.C.
16244	Derrinkohir,	..	..	75	V.T.	R.C.
16245	Urugh,	..	..	50	V.T.	R.C.
16296	Kilcoosoy,	..	..	50	V.T.	R.C.
16321	Gortnashagh,	..	..	30	V.T.	R.C.
16343	Stracarne,	..	..	105	V.T.	R.C.

VIII.—continued.

Roll No. and School.		Number of Pupils to be accommo- dated.	How Vested.	Religious Denomina- tion of Applicant.
MAYO				
15652	Ballyglass,	120	V.C.	R.C.
16047	St. Columba's (Aghamore), ..	50	V.T.	R.C.
16122	Knock, Boys'	100	V.T.	R.C.
16123	Do., Girls'	100	V.T.	R.C.
16170	Cloghans,	60	V.T.	R.C.
16173	Kinaffa,	160	V.T.	R.C.
16243	Glanurle,	55	V.T.	R.C.
16269	St. Joseph's (Killasser), ..	120	V.T.	R.C.
16283	Pollathomas,	70	V.T.	R.C.
16289	St. John's (Carramore), ..	80	V.T.	R.C.
16295	Currane,	100	V.T.	R.C.
16374	Belfarsad	60	V.T.	R.C.
16379	Valley	60	V.C.	R.C.
16401	Toomore	85	V.T.	R.C.
ROSCOMMON.				
15543	Tibohine, Boys'	70	V.T.	R.C.
15544	Do., Girls'	95	V.T.	R.C.
15964	Ratenagh,	40	V.T.	R.C.
16068	Carrowein,	70	V.T.	R.C.
16228	Derryhanee,	30	V.C.	R.C.
16229	Tullaghan,	30	V.T.	R.C.
16231	Knockree,	50	V.T.	R.C.
16291	Clooneagh,	90	V.T.	R.C.
16334	Ballintubber,	130	V.T.	R.C.
16337	Church View, Boys'	140	V.T.	R.C.
16338	Do., Girls'	100	V.T.	R.C.
16427	Clooneown ... ..	...	V.T.	R.C.
SLEIGO.				
16136	Giffoney, Boys'	80	V.T.	R.C.
16141	Do., Girls'	75	V.T.	R.C.
16260	Ballymote, Boys'	105	V.T.	R.C.
16278	Dromore,	35	V.T.	R.C.
16363	Glencaskey	75	V.T.	R.C.
16414	St. Mary's Convent (Ballymote)	120	V.T.	R.C.
16416	Do. do, Infants' ...	...	...	...

IX.—GENERAL SUMMARY OF OPERATIVE, BUILDING, AND
INOPERATIVE SCHOOLS ON 31:12:'13.

County.	Opera- tive Schools.	Building Schools.	Inopera- tive Schools.	Total.
Antrim	656	13	3	672
Armagh	261	1	—	262
Cavan	250	8	1	259
Donegal	423	17	—	440
Down	485	4	1	490
Fermanagh	173	4	—	177
Londonderry	278	4	1	283
Monaghan	178	3	1	182
Tyrone	302	12	—	314
Clare	251	7	1	259
Cork	606	27	—	723
Kerry	397	17	1	375
Limerick	251	14	2	267
Tipperary	315	5	1	321
Waterford	138	2	—	140
Carlow	79	2	—	81
Dublin	327	14	—	341
Kildare	98	7	—	105
Kilkenny	146	15	—	161
King's	123	2	—	125
Longford	104	3	—	107
Louth	111	3	—	114
Meath	157	—	—	157
Queen's	116	1	—	117
Westmeath	154	4	—	158
Wexford	173	6	—	179
Wicklow	125	1	—	126
Galway	498	14	1	513
Leitrim	190	0	—	190
Mayo	429	14	1	444
Roscommon	241	12	—	253
Sligo	193	7	3	203
Total	8,229	249	17	8,495

CONVENT AND MONASTERY SCHOOLS.

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
ULSTER—CO. ANTRIM.			
15667 Lisburn,	Sacred Heart, ..	227	180
7059 Crumlin-road,	Sisters of Mercy, ..	328	254
10500 St. Catherine's (Fall's-road), ..	Dominican, ..	326	265
13843 Star of the Sea (Halliday's-road), ..	Sisters of Mercy, ..	329	248
14138 St. Joseph's (Crumlin-road), ..	do., ..	126	59*
16278 St. Vincent's (Dunlavy-street), ..	Sisters of Charity, ..	648	454
3056 St. Malachy's (8 Essex-place), ..	Sisters of Mercy, ..	481	365
9488 St. Mary's (Larne),	Cross and Passion, ..	196	167
11350 St. Brigid's (Ballycastle),	do., ..	134	100

CO. ARMAGH.

9719 Edward-street (Lurgan), Inft.	Sisters of Mercy, ..	417	340
15183 Church-place, do,	do., ..	204	148
8220 Mount St. Catherine (Armagh), ..	Sacred Heart, ..	330	271
10856 Keady,	Sisters of St. Clare, ..	203	161
15890 Banbrook,	Sisters of Mercy, ..	211	147

CO. CAVAN.

8490 Cavan,	Sisters of St. Clare, ..	304	233
10176 Ballyjamesduff,	do., ..	175	119
10057 Belturbet,	Sisters of Mercy, ..	198	148
12093 Cootehill,	do., ..	140	99

CO. DONEGAL.

10165 Glenties,	Sisters of Mercy, ..	88	59
15016 St. Columba's (Letterkenney), ..	Loreto, ..	101	75
2055 Glenties,	Sisters of Mercy, ..	67	39
9278 Moville,	do., ..	116	82
10589 St. Patrick's (Carndonagh), ..	do., ..	196	134
14705 Ballyshannon (2),	do., ..	207	146
9389 Nuala,	do., ..	79	55

CO. DOW.

15504 Nazareth House (Belfast), ..	Sisters of Nazareth, ..	154	150
15505 Nazareth Lodge, do,	do., ..	160	167
15990 St. Matthew's (Ballymacarrett), ..	Cross and Passion, ..	549	416
10253 Mount St. Patrick (Downpatrick), ..	Sisters of Mercy, ..	327	244
243 St. Clare's (Newry),	Sisters of St. Clare, ..	734	501
9725 Rostrevor,	Sisters of Mercy, ..	97	81
13732 Warrenpoint,	do., ..	113	85
7538 Canal-street (Newry),	do., ..	489	318
16199 St. Anthony's (Willowfield), ..	Cross and Passion, ..	144	115

* All "half-time" pupils.

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913, All Pupils.
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ULSTER—con.—Co. LONDONDERRY.

6168 St. Eugene's Cathedral (London-derry).	Sisters of Mercy, ..	843	727
13212 St. Patrick's (2) (Londonderry) ..	do., ..	310	236
14598 St. Columba's, do. G. Inf.,	do., ..	153	126
14599 do., do. B. Inf.,	do., ..	170	135
14915 Nazareth House, do. ..	Sisters of Nazareth.	191	185
14907 St. Mary's, (Magherafelt), ..	Immaculate Concep- tion,	61	47
15066 do., Inf.,	do., ..	65	51
16029 St. John's (Coleraine), ..	Ursuline, ..	106	90

Co. TYRONE.

10110 Strabane,	Sisters of Mercy, ..	450	328
14272 Omagh,	Loreto, ..	301	214
13814 Cookstown,	Sisters of Mercy, ..	300	161
14458 St. Patrick's (Dungannon), ..	do., ..	263	182
15921 Bridge End (Strabane), ..	do., ..	102	75

MUNSTER—Co. CLARE.

10644 Ennistymon,	Sisters of Mercy, ..	251	182
12962 Tulla,	do., ..	137	107
15162 Killaloe,	do., ..	154	121
7315 Ennis,	do., ..	607	424
11900 Kilkee,	do., ..	216	169
13374 Kilrush,	do., ..	431	311

Co. CORR.

512 Middleton,	Presentation, ..	504	360
3829 Youghal,	do., ..	519	398
6376 Queenstown,	Sisters of Mercy, ..	751	690
7419 St. Mary's (Carrigtwohill), ..	Poor Servants of the Mother of God and the Poor.	144	106
13450 Rushbrooke,	Sisters of Mercy, ..	129	113
1541 Charleville,	do., ..	127	99
13031 St. Joseph's (Charleville), Inf.,	do., ..	156	119
2278 Millstreet,	Presentation, ..	228	166
10047 Macroom,	Sisters of Mercy, ..	369	282
10232 Kanturk,	do., ..	313	228
2268 Fermoy,	Presentation, ..	508	356
4268 Doneraile,	do., ..	203	148
16159 Mallow,	Sisters of Mercy, ..	396	276

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
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MUNSTER—con.—Co. CORK—con.

11855	Buttovanant,	Sisters of Mercy, ..	124	104
16128	Mitchelstown,	Presentation, ..	395	276
9161	Bantry,	Sisters of Mercy, ..	315	253
13372	St. Patrick's (Bantry), R. Inf.	do., ..	109	91
7651	Clonakilty,	do., ..	283	218
8430	Skibbereen,	do., ..	350	265
13661	St. Mary's (Drimmanway), ..	Sisters of Charity, ..	181	136
13662	do., do., Inf.	do., ..	174	120
14813	Rosscarbory,	Sisters of Mercy, ..	234	181
4572	Kinsale,	do., ..	452	346
5257	Bandon,	Presentation, ..	354	255
5940	Blackrock,	Ursuline, ..	120	88
6153	St. Finbar's (Cork), ..	Presentation, ..	1,142	862
12218	Clarence-street, do., .. Inf.	do., ..	593	466
13606	St. Vincent's, do., ..	Sisters of Charity, ..	1,303	983
14000	St. Joseph's, .. do., ..	Sisters of Mercy, ..	1,194	892
14105	Clarence-street, do., ..	Presentation, ..	603	468
14394	St. Finbar's, do., .. B. Inf.	do., ..	235	199
14299	St. Mary's (Passage West), ..	Sisters of Mercy, ..	306	257
14722	Schull,	do., ..	119	93

Co. KERRY.

4062	Listowel,	Presentation, ..	381	278
11849	Lixnaw,	do., ..	119	91
15335	do., Inf.	do., ..	89	63
13233	Ballybunion,	Sisters of Mercy, ..	153	108
1859	Milltown,	Presentation, ..	137	114
13590	Moyderwell,	Sisters of Mercy, ..	551	375
13615	Tralee (2),	do., ..	453	328
14952	Castleisland,	Presentation, ..	377	302
10950	St. Gertrude's (Killarney), ..	Loreto, ..	57	49

Co. LIMERICK.

7439	Abbeyfeale,	Sisters of Mercy, ..	205	154
15127	Cappamore,	do., ..	185	138
13898	Hospital,	Presentation, ..	261	200
14625	Doon,	Sisters of Mercy, ..	229	169
13026	Kilfinane,	Sisters of Charity, ..	281	248
570	SS. Mary and Munchin's (Limerick), ..	Sisters of Mercy, ..	736	579
15777	St. Vincent de Paul's, do., ..	do., ..	358	273
5547	Saxton-street, do., ..	Presentation, ..	700	551
6836	St. John's, do., ..	Sisters of Mercy, ..	643	473
9296	Adara,	do., ..	127	97
10584	Mount St. Vincent (Limerick), ..	do., ..	182	144
11197	Bruff,	Faithful Companions of Jesus, ..	169	135
12718	St. Vincent de Paul's (Limerick) Inf.	Sisters of Mercy, ..	445	339

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
MUNSTER—con.—Co. LIMERICK—con.			
13480 St. Mary's (Limerick), B. Inf.	Sisters of Mercy	207	210
14199 St. John's, do., .. B. Inf.	do., ..	231	174
14596 Sexton-street, do., .. Q. Inf.	Presentation,	275	224
6032 St. Catherine's (Newcastle West)	Sisters of Mercy,	200	166
6509 St. Anne's (Rathkeale), ..	do., ..	254	200
12975 St. Joseph's (Newcastle-West) Inf.	do., ..	177	140
14565 Do., (Ballinacorney), ..	do., ..	142	100
Co. TIPPERARY.			
2133 Airhill,	Sacred Heart,	277	213
16112 St. Mary's (Nonagh),	Sisters of Mercy,	538	415
13371 Borrisokane,	do., ..	218	174
3486 Borrisoleigh,	do., ..	120	87
4068 Thurles,	Presentation,	488	369
9407 Templemore,	Sisters of Mercy,	178	133
15334 Ballinacorney,	Presentation,	112	77
9432 Tipperary,	Sisters of Mercy,	379	265
581 Cashel,	Presentation,	311	231
15990 Clogheen,	Sisters of Mercy,	164	122
7232 Drangan,	do., ..	106	76
8903 Fethard,	Presentation,	264	197
10120 Cahir,	Sisters of Mercy,	260	204
10437 Ballymore,	do., ..	186	128
11872 Carrick-on-Suir,	Presentation,	598	468
12349 Morton-street (Closmel), ..	Sisters of Charity,	402	435
13107 St. Joseph's (Carrick-on-Suir),	Sisters of Mercy,	206	146
13404 New Inn,	do., ..	125	97
4067 Newport,	do., ..	131	93
Co. WATERFORD.			
5095 Ardmore,	Sisters of Mercy,	70	53
12911 Lismore,	Presentation,	200	154
15467 Cappoquin,	Sisters of Mercy,	160	127
12180 Closmel,	Presentation,	341	240
11556 KilmacdThomas,	Sisters of Mercy,	100	118
11944 Waterford,	Presentation,	370	281
12007 Ferrybank,	Sacred Heart,	191	142
12087 St. Joseph's (Dungarvan), ..	Presentation,	307	224
12334 Star of the Sea,	Sisters of Charity,	228	191
12403 St. Joseph's (Waterford), ..	do., ..	792	586
15642 Portlao,	Sisters of Mercy,	205	149
12535 St. John's (2) (Waterford), ..	Ursuline,	251	181
12578 Dunmore, East,	Sisters of Mercy,	112	82
13020 Stradbally,	do., ..	117	77
14938 St. Otteran's (Waterford), ..	do., ..	800	558
15295 St. Alphonsus, do., ..	St. John of God,	171	127

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913, All Pupils.
LEINSTER—Co. CARLOW.			
15245 Carlow,	Presentation, ..	476	423
10010 do.,	Inf. Sisters of Mercy, ..	151	135
13597 Tallow,	Brigidine, ..	281	210
1926 Bagenalstown,	Presentation, ..	331	234
071 Leighlinbridge,	Sisters of Mercy, ..	135	104
Co. DUBLIN.			
1149 King's Inns-street,	Sisters of Charity, ..	1,161	987
5953 George's-hill,	Presentation, ..	790	585
9932 Stanhope-street,	Sisters of Charity, ..	1,148	927
11383 Baldoyle,	do., ..	161	132
12408 Cabra,	Dominican, ..	150	119
12448 Gardiner-street,	Sisters of Charity, ..	1,543	1,193
13837 Mount Sackville,	St. Joseph, ..	86	62
14515 East Wall,	Sisters of Charity, ..	405	337
15056 St. Vincent's (Nth. William St.), ..	do., ..	1,183	987
15816 Do., do., junr. ..	do., ..	1,010	807
743 St. James's (1) James's-street, ..	do., ..	1,017	798
2018 Baggot-street,	Sisters of Mercy, ..	1,493	1,133
13447 St. Joseph's (Lucan), ..	Presentation, ..	268	224
7032 Loreto (Leeson-lane),	Loreto, ..	586	474
7540 Golden Bridge,	Sisters of Mercy, ..	714	513
7883 Clondalkin,	Presentation, ..	233	178
11064 Weaver's-square,	Sisters of Mercy, ..	1,009	766
12471 Our Lady's Mount (Harold's Cross) ..	Sisters of Charity, ..	679	561
13611 Warrenmount,	Presentation, ..	934	758
1985 Rooterstown,	Sisters of Mercy, ..	182	140
5600 Kingstown,	Dominican, ..	845	632
11832 Mount Anville,	Sacred Heart, ..	155	132
11804 Sandymount,	Sisters of Charity, ..	360	277
12509 St. Anne's (Milltown),	do., ..	267	220
14586 Blackrock,	Sisters of Mercy, ..	504	424
729 Loreto,	Loreto, ..	161	123
7192 Dalkey,	do., ..	228	195
11669 Townsend-street,	Sisters of Mercy, ..	894	696
13012 St. Joseph's (Terenure),	Presentation, ..	459	339
15490 Harold (Glaethule),	Sisters of Mercy, ..	388	315
Co. KILDARE.			
779 Maynooth,	Presentation, ..	258	201
1151 Clonsilla,	do., ..	74	51
15040 Nass,	Sisters of Mercy, ..	305	251
11976 Kilkenny,	Presentation, ..	144	119
15769 Monasterevan,	Sisters of Mercy, ..	203	152
2106 Newbridge,	Inf. Immaculate Concep- tion, ..	236	192
11745 Great Connell (Newbridge), ..	do., ..	191	146
11806 Kilsallen,	Cross and Passion, ..	158	124
13373 St. Michael's (Athy),	Sisters of Mercy, ..	503	337
15599 Kildare,	Presentation, ..	838	271

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued*.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912. All Pupils.
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LEINSTER—con.--Co. KILKENNY.

16028 Thomastown,	Sisters of Mercy, ..	235	163
15895 Goresbridge,	Brigidine, ..	118	89
10478 St. Patrick's (Kilkenny), ..	St. John of God, ..	370	295
10835 Castlecomer,	Presentation, ..	240	183
13676 Callan,	Sisters of Mercy, ..	352	239
13885 Kilkenny,	Presentation, ..	393	407
5437 Mooncoin,	do., ..	166	119
15832 Kilmacow,	do., ..	114	88
12935 Graigue,	Inf. Sisters of Mercy, ..	135	99
794 Owing (Pilkown),	St. John of God, ..	137	104
3628 Ballynagget,	Sisters of Mercy, ..	95	73

KING'S COUNTY.

3220 Birr,	Sisters of Mercy ..	371	291
5913 Kilsormac,	do., ..	118	88
13503 St. Rynagh's (Banagher), ..	Sacred Heart, ..	108	88
823 Killyna,	Presentation, ..	115	86
2080 Tullamore,	Sisters of Mercy, ..	535	430
15556 Portlurkington,	Presentation, ..	319	247
13118 Clara,	Sisters of Mercy, ..	230	171
16013 Edenderry,	St. John of God, ..	368	339

Co. LONGFORD.

12942 St. Joseph's (Longford), ..	Sisters of Mercy, ..	390	320
13846 Granard,	do., ..	173	126
3865 Ballymahon,	do., ..	133	106
15633 St. Elizabeth's (Edgeworthstown)	do., ..	159	121

Co. LOUTH.

851 Drogheda,	Presentation, ..	606	503
5387 Dundalk, (2),	Sisters of Mercy ..	670	537
8445 Ardee (2),	do., ..	179	130
10475 St. Vincent's, Jun. B. (Drogheda)	Sisters of Charity, ..	342	295
14651 Castletown-road (Dundalk), ..	Sisters of Mercy, ..	304	212
8062 St. Mary's (Drogheda),	do., ..	285	223

Co. MEATH.

883 Navan (1),	Loreto, ..	250	164
16100 Do. (2),	Sisters of Mercy, ..	595	448
10913 Trim,	do., ..	254	194
12068 Kells,	do., ..	427	351

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
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LEINSTER—con.—QUEEN'S CO.

1536 Ballyroan,	Brigidine, ..	111	89
7183 Mountmellick,	Presentation, ..	332	271
7442 Borris-in-Ossory,	Sisters of Mercy, ..	105	92
13343 Coote-street (Mountrath), ..	Brigidine, ..	151	126
13386 Maryborough,	Presentation, ..	483	323
13513 Abbeyfeix,	Brigidine, ..	247	197
13937 Stradbally,	Presentation, ..	183	148
16203 Rathdowney,	St. John of God, ..	281	218

CO. WESTMEATH.

934 Mullingar,	Presentation, ..	463	274
15512 Moate,	Sisters of Mercy, ..	235	153
14603 Rochford Bridge,	do., ..	104	78
7722 St. Peter's (Ashlone),	do., ..	445	383
13417 St. Mary's, do.,	Sisters of La Sainte Union, ..	233	191
14491 Kilbeggan,	Sisters of Mercy, ..	190	160

CO. WEXFORD.

967 New Ross (1),	Carmelite, ..	320	234
8670 Duncannon,	St. Louis, ..	71	56
10622 Ramgrange,	do., ..	59	41
14044 St. Joseph's (New Ross), ..	Sisters of Mercy, ..	342	261
14755 Ballyhack,	St. Louis, ..	102	74
969 Wexford,	Presentation, ..	675	486
3634 Newtownbarry,	Faithful Companions of Jesus, ..	112	79
16145 Gorey,	Loreto, ..	297	217
6058 Presentation (Enniscoorthy), ..	Presentation, ..	421	286
6024 Kilmore,	St. John of God, ..	90	62
8221 Templehannon (Enniscoorthy), ..	Sisters of Mercy, ..	319	216
11361 Faythe (Wexford),	St. John of God, ..	450	334
11886 Summerhill do.,	Sisters of Mercy, ..	150	108
12966 St. Mary's do.,	do., ..	404	321
9184 Shielbeggan,	St. Louis, ..	64	46
14929 Chapel, Kilmore,	St. John of God, ..	73	64

CO. WICKLOW.

7246 Ravenswell (Bray),	Sisters of Charity, ..	296	212
10162 St. Michael's (Rathdrum), ..	Sisters of Mercy, ..	115	90
10418 Wicklow,	Dominican, ..	325	234
13932 Arklow,	Sisters of Mercy, ..	372	266
14904 St. Patrick's (Bray),	Loreto, ..	253	236
14663 Baltinglass,	Presentation, ..	171	125

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils
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CONNAUGHT—CO. GALWAY.

12234 Tasm (1),	Presentation, ..	238	175
12250 do. (2),	Sisters of Mercy, ..	303	251
1013 Rahoon,	Presentation, ..	556	461
4515 Newtownsmith,	Sisters of Mercy, ..	544	363
12243 Carna,	do.,	67	42
13190 Clifden,	do.,	151	106
13439 Oughterard,	do.,	233	176
12181 Clarenbridge,	Sisters of Charity, ..	106	68
13365 Oranmore,	Presentation, ..	116	68
15958 Woodford,	Sisters of Mercy, ..	139	100
6632 St. Vincent's (Loughrea),	do.,	374	279
6839 Ballinasloe,	do.,	406	300
15997 St. Brendan's (Eyrescourt),	do.,	105	73
14159 St. Joseph's (Portumna),	do.,	161	128
15523 Kinvara,	do.,	135	91
13208 Gort (2),	do.,	219	156
14048 Headford,	Presentation, ..	121	88
16071 Athenry,	do.,	223	156
13378 Spiddal,	Sisters of Mercy, ..	133	94

Co. LEXTRIM.

13770 Mohill,	Sisters of Mercy, ..	232	162
2821 Ballinamore,	Inf.,	109	82
12940 Carrick-on-Shannon,	Marist,	253	189
13614 Ballinamore,	Sisters of Mercy, ..	94	73

Co. MAYO.

14176 St. John's (Foxford),	Sisters of Charity, ..	88	60
14345 do., do.,	do.,	102	73
15542 Swinford,	Sisters of Mercy, ..	240	159
15028 St. Aiden's (Kiltimagh),	St. Louis,	185	135
15764 St. Aiden's (do.),	do.,	113	85
12255 St. Patrick's (Westport),	Sisters of Mercy, ..	481	376
13517 St. Joseph's (Newport),	do.,	109	129
14410 St. Angela's (Castlebar),	do.,	407	303
12229 Mount St. Michael's (Claremorris),	do.,	290	180
13502 Ballinrobe,	do.,	354	243
15375 St. Joseph's (Ballyhaunis),	do.,	308	222
14363 Achill Sound,	do.,	128	88
16994 Ballina,	Inf. B.,	128	91

Co. ROSCOMMON.

13302 St. Francis Xavier's (Ballaghaderreen),	Sisters of Charity, ..	252	197
15043 Abbeytown,	Sisters of Mercy, ..	250	190
6908 St. Mary's (Stokesstown),	do.,	152	109
15083 Do., (Roscommon),	do.,	344	269

*Convent Schools paid by Capitation ; Convent Schools 37
paid by Personal Salaries.*

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION.—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily at- tendance for year ended 31st Dec., 1913, All Pupils.
CONNAUGHT— <i>con.</i> —Co. ROSCOMMON.			
15139 Abbeycartron,	Sisters of Mercy, ..	203	171
13198 St. Anne's, (Castleroa). ..	do.,	291	261
12754 St. Joseph's, Summerhill (Athlone)	do.,	142	124
Co. SLIGO.			
13240 St. Patrick's, (Sligo),	Sisters of Mercy, ..	537	422
14346 Do. .. do. .. B. Inf.	do.	178	165
15374 St. Vincent's, do	Ursuline,	245	187
11887 Banada, Tubbercurry,	Sisters of Charity,	184	162
16008 Tubbercurry,	Marist,	218	147

(b).—THIRTY-FOUR CONVENT NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.

ULSTER—Co. ARMAGH.

15310 Portadown,	Presentation, ..	238	211
11752 Middletown (2),	St. Louis,	54	36
15372 Do. Inf.	do.,	69	53

Co. DONEGAL.

14531 Bundoran,	St. Louis,	254	189
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Co. FERMANAGH.

13401 Enniskillen,	Sisters of Mercy, ..	341	265
2035 do. Infants'	do.	121	102

Co. MONAGHAN.

359 Monaghan,	St. Louis,	156	122
15402 Do. Inf.	do.,	226	163
15041 Clones,	do.,	137	102
15491 Do. Inf.	do.,	153	113
15329 Carrikinacross,	do.,	356	266
16202 Castleblaney,	Sisters of Mercy, ..	128	100
16319 do. Infants,	do.	143	121

MUNSTER—Co. CORK.

13762 Castletown,	Sisters of Mercy, ..	164	130
13910 Crosshaven,	Presentation,	242	188
15832 St. Patrick's, .. Inf. B. (Castletownhere).	Sisters of Mercy, ..	55	45

(b.)—THIRTY-FOUR CONVENT NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
Co. KERRY.			
538 Dingle,	Presentation, ..	482	389
545 Trillick,	do.,	507	308
15332 St. Joseph's, (Trillick),	Inf.,	64	47
13742 Rathmore,	do.,	180	130
13051 Killarney,	do.,	158	126
13381 Do. (2),	Sisters of Mercy, ..	138	108
13542 Caherciveen,	Presentation, ..	267	209
15387 Killarney,	Inf.,	172	134
15473 Do. (2),	Inf., Sisters of Mercy, ..	206	158
8320 Kenmare,	Sisters of St. Clare, ..	259	202
Co. WATERFORD.			
11461 Dungarvan,	Sisters of Mercy, ..	181	135
13473 Do.,	Inf., do.,	161	118
LEINSTER—Co. KILDARE.			
11336 Rathangan,	Sisters of Mercy, ..	165	161
Co. LONGFORD.			
8516 Newtownforbes,	Sisters of Mercy, ..	73	59
CONNAUGHT—Co. MAYO.			
5215 Ballina,	Sisters of Mercy, ..	106	152
12061 Do.,	Inf., do.,	108	140
Co. SLIGO.			
12325 Ballymote,	Inf., Sisters of Mercy, ..	118	97
1625 Camphill,	do.,	107	72

(c.)—TWO MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

MUNSTER.—CORK.						
5869	St. George's-street, (Cork),	..	Presentation,	..	408	311
5999	Douglas-street,	do.	do.,	..	638	453

(d).—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913, All Pupils.
ULSTER—Co. ANTRIM.			
15242 St. Gall's (Belfast), ..	Brothers of the Christian Schools.	319	287
15639 St. Finian's, do. ..	do., ..	90	53
Co. ARMAGH.			
7181 Crossmore Keady, ..	Brothers of the Christian Schools.	122	93
Co. DONEGAL.			
14628 St. Eunan's (Letterkenny), ..	Presentation, ..	162	122
4418 Carrickboy, ..	Brothers of the Christian Schools.	73	55
4420 Ballyshannon, ..	do., ..	75	53
Co. DOWD.			
9428 John-street (Downpatrick), ..	Brothers of the Christian Schools.	177	140
Co. FERMANAGH.			
12420 St. Michael's (Enniskillen), ..	Presentation, ..	175	130
Co. MONAGHAN.			
356 Carrickmacross, ..	Patrician, ..	168	118
Co. TYRONE.			
15840 St. Patrick's (Dungannon), ..	Presentation, ..	258	200
MUNSTER—Co. CORK.			
15718 St. Joseph's, (1), (Queenstown), ..	Presentation, ..	249	204
15773 Do. (2), do. ..	do., ..	288	240
12519 Mallow, ..	Patrician, ..	364	271
14784 St. Patrick's (Dunmanway), ..	Brothers of the Christian Schools.	164	115
12473 Greenmount (Cork), ..	Presentation, ..	377	285
14403 St. John's (Kinsale), ..	do., ..	231	175
Co. KERRY.			
1793 Killarney, ..	Presentation, ..	302	239
3655 Milltown, ..	do., ..	115	92

(d.)—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913. All Pupils.
Co. LIMERICK.			
6543 Hospital,	Brothers of the Christian Schools.	135	98
15581 St. Patrick's (Bruff),	do.,	151	113
Co. TIPPERARY.			
13014 Fethard,	Patrician,	138	99
Co. WATERFORD.			
15046 St. Stephen's (Waterford),	Brothers of the Christian Schools.	720	568
LEINSTER—Co. CARLOW.			
16089 Tullow,	Patrician,	167	132
13105 St. Brigid's (Bagnalstown),	Brothers of the Christian Schools.	192	145
Co. KILDARE.			
12747 Kildare,	Brothers of the Christian Schools.	188	141
Co. KILKENNY.			
13265 St. Patrick's (Kilkenny),	Brothers of the Christian Schools.	143	104
1301 St. John's, do.	do.,	119	99
Co. KING'S Co.			
12370 St. Brendan's (Pamunstown),	Presentation,	216	174
Co. LOUTH.			
2094 Ardee	Brothers of the Christian Schools.	159	116
14641 Castletown-road (Dundalk),	do.,	329	260
Co. QUERN'S Co.			
918 Castletown,	Brothers of the Christian Schools.	55	43
7636 Coote-street (Mountstreat),	Patrician,	133	95

(d.)—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1913.	Average daily attendance for year ended 31st Dec., 1913, All Pupils.
LEINSTER—con.—Co. WESTMEATH.			
12904 St. Mary's (Athlone),	Marist,	107	90
13756 Do., do. .. prep.	do.,	165	149
Co. WEXFORD.			
15360 St. Aloysius (Ramsgrange), ..	Brothers of the Christian Schools.	66	47
CONNAUGHT—Co. GALWAY.			
12423 Killecrin,	Franciscan,	100	70
12528 Curry,	do.,	78	49
1016 Galway,	Patrician,	297	228
15316 Nun's Island,	do.,	160	128
12765 Carrabeg,	Franciscan,	89	54
12502 Roundstone,	do.,	47	33
11675 Annagh,	do.,	80	59
Co. LUTHER.			
14770 St. Mary's (Carrick-on-Shannon),	Presentation, ..	136	102
Co. MAYO.			
12621 Treenlaur,	Franciscan,	46	25
12727 Errew,	do.,	57	41
13130 Bunnacurry,	do.,	70	43
13347 St. Patrick's (Castlebar), ..	Brothers of the Christian Schools.	285	226
14682 Swinesford,	Marist,	132	98
Co. ROSCOMMON.			
15628 St. Joseph's (Boyle),	Presentation, ..	187	149
12594 Highlako,	Franciscan,	59	36
12357 Granlahan,	do.,	145	102
13709 St. John's (Ballaghaderreen), ..	Brothers of the Christian Schools.	163	123
1086 Hanly Memorial (Castlerock), ..	Marist,	119	101
Co. SLIGO.			
14533 Quay-street (Sligo), .. junior,	Marist,	186	151
15051 do., do. .. senior,	do.,	111	92

(c.)—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Religious Order.	Schools. paid by Capitation	Schools paid by Personal Salaries, &c.	Total.
Sisters of Mercy,	162	16	178
Presentation,	58	9	67
Sisters of Charity,	26	—	26
St. Louis,	6	8	14
Loreto,	9	—	9
St. John of God,	8	—	8
Sacred Heart,	7	—	7
Sisters of St. Clare,	4	1	5
Brigidine,	5	—	5
Cross and Passion,	5	—	5
Dominican,	4	—	4
Immaculate Conception,	4	—	4
Ursuline,	4	—	4
Sisters of Nazareth,	3	—	3
Carmelite,	1	—	1
Faithful Companions of Jesus,	2	—	2
St. Joseph,	1	—	1
Marist,	2	—	2
Poor Servants of the Mother of God and the Poor.	1	—	1
Total Convent National Schools, ..	312	34	346

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools,	—	20	20
Presentation,	2	12	14
Franciscan,	—	10	10
Patrician,	—	7	7
Marist,	—	6	6
Total Monastery National Schools, ..	2	55	57

ONE HUNDRED and EIGHTEEN WORKHOUSE SCHOOLS, with the Average Number of Pupils on the Rolls, and the Average Daily Attendance of Pupils for the year ended 31st December, 1913.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1913.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1913.	Average Daily Attendance of all Pupils.
ANTRIM.			TYBONE.		
3680 Ballymoney, ..	2	2	3039 Castlederg, ..	6	8
3843 Ballymena, ..	7	6			
3653 Larne, ..	3	2	CLARE.		
6314 Antrim, ..	15	14	6359 Ballyvaughan, ..	6	6
3048 Belfast, ..	283	205	3288 Ennals, ..	46	37
			3489 Kilrush, ..	24	22
ARMAGH.					
11300 Lurgan, ..	11	8			
10280 Newry, ..	6	4			
CAVAN.			CORK.		
3420 Cavan, ..	17	16	3167 Middleton, ..	36	34
3447 Bailieborough, ..	6	6	6121 Youghal, ..	19	19
3644 Cootehill, ..	16	16	3923 Kanturk, ..	25	22
6910 Bawnboy, ..	Inoperative.		4896 Macroom, ..	3	3
			6012 Millstreet, ..	7	6
DONEGAL.			3242 Fermoy, ..	21	20
4932 Milford, ..	7	6	3851 Mallow, ..	23	21
4975 Letterkenny, ..	5	5	6216 Mitchelstown, ..	20	18
7714 Glenties, ..	3	3	4411 Bantry, ..	18	17
3863 Inishowen, ..	11	9	6140 Schull, ..	6	5
4313 Donegal, ..	4	3	3417 Skibbereen, ..	11	9
4339 Ballyshannon, ..	7	5	3565 Dunmanway, ..	18	17
13754 Stranorlar, ..	11	10	6949 Clonsilla, ..	16	13
			3545 Cork, ..	176	140
			4925 Kinsale, ..	14	12
			6123 Bandon, ..	19	17
DOWNS.					
11820 Kilkeel, ..	Inoperative.		KERRY.		
			3860 Tralee, ..	38	27
FERMANAGH.			5324 Dingle, ..	20	17
10795 Enniskillen, ..	19	16	4340 Killarney, ..	25	24
11366 Lisnakea, ..	2	2	4996 Caherciveen, ..	Inoperative.	
			4670 Kenmare, ..	9	9
			4314 Listowel, ..	43	40
LONDONDERRY.					
3881 Londonderry, ..	11	8	LIMERICK.		
9587 Limavady, ..	3	3	3066 Kilmallock, ..	28	24
10625 Magherafelt, ..	15	14	5058 Limerick, ..	32	27
3381 Coleraine, ..	Inoperative.				
MONAGHAN.			TIPPERARY.		
7884 Castleblayney, ..	4	4	3414 Roscrea, ..	17	16
3668 Carrickmacross, ..	10	8	3519 Nenagh, ..	27	24
7812 Clones, ..	2	2	3647 Thurles, ..	28	21
			3142 Tipperary, ..	83	74

WORKHOUSE SCHOOLS—continued.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1913.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1913.	Average Daily Attendance of all Pupils.
TIPPERARY—con.			QUEEN'S.		
3363 Cashel, ..	13	12	4315 Mountmellick, ..	25	23
3445 Clogheen, ..	19	18	10810 Abbeyfeix, ..	17	16
3546 Carrick-on-Suir, ..	15	12			
12363 Clonmel, ..	38	34	WESTMIDLAND.		
			6866 Delvin, ..	13	13
WATERFORD.			3274 Athlone, ..	25	23
3418 Lismore, ..	15	14			
12220 Dungarvan, ..	21	20	WEXFORD.		
3826 Waterford, ..	95	74	3520 New Ross, ..	39	35
6745 Kilmacthomas, ..	14	12	3508 Wexford, ..	13	12
			5674 Ennisecorthy, ..	31	31
CARLOW.			10054 Gorey, ..	7	7
11154 Carlow, ..	12	11			
			WICKLOW.		
DUBLIN.			3383 Rathdrum, ..	4	3
3144 Balrothery, ..	27	20	3879 Shillelagh, ..	5	4
7187 Dublin, North, ..	330	304	11180 Baltinglass, ..	0	9
3265 Rathdown, ..	44	37			
			GALWAY.		
KILDARE.			3365 Galway, ..	25	23
3155 Nasa, ..	31	29	6568 Mountbellew, ..	11	10
8534 Celbridge, ..	7	6	6734 Portumna, ..	9	9
3862 Athy, ..	28	23	7019 Ballinasloe, ..	20	27
KILKENNY.			LIMERICK.		
6947 Castlecomer, ..	14	14	3689 Manorhamilton, ..	18	18
3378 Callan, ..	17	15	3419 Mohill, ..	19	19
3507 Kilkenny, ..	49	41			
6278 Thomastown, ..	16	15	MAYO.		
			8474 Belmullet, ..	8	8
KING'S.			9221 Killala, ..	3	3
7989 Parsonstown, ..	21	20	4805 Swinford, ..	12	12
3364 Edenderry, ..	10	10	4253 Castlebar, ..	7	6
3446 Tullamore, ..	35	32	4727 Westport, ..	7	7
			6143 Claremorris, ..	22	22
LONGFORD.					
3368 Longford, ..	6	5	ROSCOMMON.		
3586 Granard, ..	13	13	3289 Boyle, ..	16	12
6811 Ballymahon, ..	17	16	4933 Castleroa, ..	16	15
			6122 Strokestown, ..	9	9
LOUTH.					
3377 Dundalk, ..	25	24	SLIGO.		
3382 Ardee, ..	12	10	3339 Sligo, ..	27	26
			8219 Toboerurry, ..	7	6
MEATH.					
3410 Kells, ..	7	5			
14036 Trim Dist., B.	41	40			
14106 Do., G.	60	53			
			Gross Total, 118* Schools.	2,828	2,471

* 4 Inoperative on 31st December, 1913.

LIST of TWENTY-SEVEN NATIONAL SCHOOLS attended by Pupils of INDUSTRIAL SCHOOLS, certified under the Act, who were chargeable to the Treasury Grant for Industrial Schools.
(No payment is made in respect of such pupils by the Commissioners of National Education).

County.	Roll No.	School.	Religious Order of Conductors.	Children from Industrial Schools who are chargeable to the Industrial Schools Grant.	
				Number of such children on Roll on 31.12.12.	Average daily Attendance of such children for the year 1913.
Cavan, ..	8490	Cavan Convent,	Sisters of St. Clare,	34	46
Down, ..	15505	Nazareth Lodge,	Sisters of Nazareth,	70	09
Monaghan, ..	359	Monaghan Convent, ..	Sisters of St. Louis,	77	68
Tyrone, ..	10110	Strabane Convent, ..	Sisters of Mercy, ..	62	53
Clare, ..	7315	Ennis Convent,	Do.,	50	51
Cork, ..	6376	Queenstown Convent, ..	Do.,	35	30
" ..	15059	Baltimore Fishery, ..	Lay Teachers, ..	107	107
" ..	14299	St. Mary's Convent, ..	Sisters of Mercy, ..	50	49
Kerry, ..	13615	Tralee Convent (2), ..	Do.,	70	67
" ..	13381	Killarney Mercy Convent, ..	Do.,	33	33
" ..	15473	Do., do., Inf.,	Do.,	30	28
Limerick, ..	10684	Mount St. Vincent Convent,	Do.,	15	14
Tipperary, ..	9407	Templemore Convent (St. Anne's),	Do.,	60	60
" ..	581	Cashel Convent,	Presentation Sisters,	81	63
" ..	9432	Tipperary Convent, ..	Sisters of Mercy, ..	30	19
Longford, ..	8546	Newtownforbes Convent, ..	Do.,	13	12
Westmeath, ..	15512	Moate Convent,	Do.,	35	40
Wexford, ..	11966	Summerhill Convent, ..	Do.,	69	67
Wicklow, ..	10162	St. Michael's Convent, ..	Do.,	50	50
Galway, ..	4515	Newtownsmith Convent, ..	Do.,	52	48
" ..	6632	St. Vincent's Convent, ..	Do.,	71	57
" ..	6839	Ballinaloe Convent, ..	Do.,	40	34
" ..	13190	Clifden Convent,	Do.,	6	6
Roscommon, ..	13302	St. Francis Xavier's Convent,	Sisters of Charity,	30	30
" ..	13083	St. Mary's Convent, ..	Sisters of Mercy, ..	26	27
" ..	12754	St. Joseph's Convent (Summerhill),	Do.,	80	76
Sligo, ..	11887	Banada Convent,	Sisters of Charity,	47	46

LIST of FORTY-FOUR NATIONAL SCHOOLS in which a SPECIAL TEACHER for
INDUSTRIAL INSTRUCTION was recognised on 30th June, 1914.

County.	Roll No.	School.	County.	Roll No.	School.
Armagh ..	4415	Crossmaglen. G.	Tipperary, ..	11872	Carrick-on-Suir Presentation Convent.
			" ..	13107	St. Joseph's Convent.
Cavan, ..	16057	Belturbet Convent.	" ..	4068	(Carrick-on-Suir), Thurlos Convent.
Down, ..	9725	Rostrevor Convent.	Waterford, ..	11401	Dungarvan Convent (I).
" ..	7508	Canal-street Convent. (Newry).	" ..	13020	Stradbally Convent.
Monaghan, ..	359	Monaghan Convent,	Dublin, ..	2018	Baggot-street Convent.
" ..	15329	Carrickmacross Convent.	" ..	753	Central Model, G.
Clare, ..	11800	Kilkee Convent.	Kildare, ..	13373	St. Michael's Convent (Athy).
" ..	13374	Kilrush Convent.	Kilkenny, ..	13885	Kilkenny Presentation Convent.
			" ..	10478	St. Patrick's Convent (Kilkenny).
Cork, ..	8376	Queenstown Convent.	" ..	10835	Castlloomer Convent.
" ..	10047	Macroom Convent.	Longford, ..	12042	St. Joseph's Convent (Longford).
" ..	4258	Doneraile Convent.			
" ..	8430	Skibbereen Convent.	Louth, ..	8445	Ardee Convent (S).
" ..	7651	Clonakilty Convent.			
" ..	14813	Rosscarbery Convent.	Meath, ..	12489	Oldcastle, G.
" ..	4572	Kinsale Convent.			
" ..	5257	Bandon Convent.	Queen's, ..	13037	Stradbally Convent.
Kerry, ..	545	Tralee Convent (I).	Wexford, ..	907	New Ross Convent (I).
" ..	13530	Moyderwell Convent.	" ..	12906	St. Mary's Convent (Wexford).
" ..	14902	Castliland Convent.	" ..	8221	Templeshannon Convent (Enniscorthy).
" ..	13381	Killarney (Mercy) Con- vent.	" ..	14044	St. Joseph's Convent (New Ross).
" ..	13051	Killarney (Proa.) Con- vent.	Galway, ..	13208	Gort Convent.
" ..	8320	Kenmare Convent.	Mayo, ..	14176	St. John's Convent (Foxford).
Limerick, ..	14625	Doon Convent.			

LIST of 309 EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1913-14, together with the average attendance of pupils—continued.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
LEITRIM.			MAYO—continued.		
545	Killyclogher ...	24	784	Killitane ...	76
626	Ballaghameehan ...	23	1130	Ballintubber ...	33
633	Drumkeelanmore ...	31	1075	Inniskeen Island North ...	17
865	Angharan ...	30	1247	Kilbride ...	26
1216	Newtownmanor ...	31	1254	Errew Mony ...	42
1485	Glassdrummon ...	34	1418	Donagh ...	32
1769	Corduff ...	42	1419	Dukennella ...	27
1965	Cloonty ...	16	2072	Cloghans ...	B. 20
2308	Glenade ...	19	2092	Pontoon ...	26
2309	Ahanlish ...	27	2356	Lisaniska ...	G. 26
2359	Meenymore ...	39	2428	Knockmore ...	B. 15
2360	Killea ...	31			
2431	Kilmore ...	27			
2432	Drummore ...	50		MRATEL	
2433	Cloonsarn ...	26	1258	Gortloney ...	30
2456	Tullyhawn ...	39	2463	Whitcross ...	15
2457	Anghawillan ...	50			
2472	Rossan ...	50			
2473	Edenville ...	63		MONAGHAN.	
2474	Lisduff (2) ...	28	297	Drumsheeny ...	15
2487	Boynanagh ...	24	2099	Killyfargy ...	21
LIMERICK.			QUEEN'S.		
78	St. Ita's ...	G. 55	143	Kilbricken ...	24
1927	St. John's ...	G. 28	148	Oak ...	B. 20
2059	Knocktoosh ...	B. 36	199	Paddock ...	22
2375	Gartavalla ...	B. 17	387	Ballyfin ...	38
			618	Clonastee ...	17
			1004	Timahoe ...	B. 21
LONDONDERRY.			ROSCOMMON.		
68	Fallaghbeen ...	B. 35			
127	Dangiven ...	B. 27	22	Athleague ...	B. 22
1296	Tirkane ...	B. 30	186	Scardane ...	B. 19
1325	St. Columba's Hall ...	B. 65	209	Northyard ...	B. 16
1682	Artillery St. Convent ...	201	233	The Don ...	B. 29
1751	Lisnassack ...	B. 35	264	Boherne ...	B. 31
2357	Mukdonagh ...	B. 24	444	Gorthaganny ...	B. 11
2465	Drumagarnier ...	B. 18	494	Taughmasconell ...	B. 22
2475	St. Joseph's (Tirgan) ...	B. 25	543	Currasallagh ...	B. 22
			557	Ballyreddy ...	B. 42
			568	Chocnucillane ...	33
LONGFORD.			761	Lisacul ...	B. 29
2458	Tipper ...	B. 48	943	Glanduff ...	B. 17
2491	Fardroma ...	B. 37	944	Ballyminton ...	B. 20
			1206	Anghalastin ...	23
LOUTH.			1409	Lisnail ...	15
4437	Muchgrange ...	B. 19	1600	Deerpark ...	B. 25
2459	Ardee ...	B. 10	2056	Mount Allen ...	B. 22
			2080	Grange ...	B. 21
			2199	Tawnytasikin ...	32
MAYO.			2307	Bridge Cartron ...	B. 30
325	Richmond ...	G. 17	2434	Tarmon ...	B. 34
551	Belcarra ...	22	2444	Meelick ...	B. 29
742	Kilroe ...	11	2462	Anghnadarry ...	B. 47
			2469	Bridgswell ...	B. 23

LIST of 309 EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1913-14, together with the average attendance of pupils—*continued*.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
SLIGO.			TYRONE— <i>continued</i> .		
440	Carrowmore ...	B. 42	1758	Trillick ...	30
493	Kilmacowen ...	B. 38	1914	Golan ...	23
544	Castlegal ...	B. 41	2042	Roscor ...	17
546	Cliffoney ...	B. 36	2043	Drumharvey ...	10
561	Cloonanure ...	B. 12	2081	Knocknagar ...	B. 22
563	Ballyconnell ...	B. 60	2097	Tullyallen ...	11
564	Broughwy ...	B. 45	2124	Knocknagar ...	G. 16
630	Grange ...	B. 28	2125	Trillick ...	12
948	Benbulbin ...	B. 46	2143	Grannan ...	26
1160	Drumashel ...	B. 17	2390	Belleisle ...	25
1212	Calry ...	B. 30	2454	Primate Dixon Meml.	B. 40
1546	Seaview ...	B. 24	2455	Do.	G. 33
2221	Ballyweelin ...	G. 32	WATERFORD.		
2425	Carrowcorry ...	B. 33			
2478	Rathlee ...	30	90	Ballymacart ...	B. 24
2479	Carnlara ...	14	2111	St. Bridget's ...	G. 152
2486	Deerghlan ...	B. 44	2112	Cappoquin Convent ...	15
TIPPERARY.			2195	Endavour ...	B. 23
356	St. Joseph's Convent ...	20	2291	St. Joseph's Convent ...	42
390	Carrik-on-Suir Convent	50	2342	Portlaw Convent ...	15
1710	Communalino ...	B. 33	2353	Dungarvan Convent (1)	70
2322	Ballytarana ...	B. 22	WESTMEATH.		
2447	Pethard Convent ...	21	107	Kilcumrersagh ...	B. 43
2460	Lisduff ...	B. 24	819	Streamstown ...	B. 16
2470	Cappawhite ...	B. 50	1108	Ballymore ...	B. 22
TYRONE.			2316	Killeigh ...	B. 28
7	St. Bridget's Convent (Cookstown).	90	WEXFORD.		
1119	Dunamore ...	G. 20	2160	Ballycanew ...	B. 19
1621	Legelaghfin ...	B. 19			

LIST of THIRTEEN EVENING SCHOOLS to which Grants were paid under the Alternative Rules for Evening Schools in large Urban Centres.

County.	Reg. No.	School.
Antrim ...	708	St. Mary's Boys'.
Do. ...	2185	Belfast Municipal Technical Institute.
Do. ...	2225	St. Peter's Boys'.
Do. ...	2226	Lisburn Boys'.
Do. ...	2403	Post Office.
Do. ...	2468	Hilden.
Do. ...	2480	Brownlee Memorial.
Carlow ...	69	Graig.
Down ...	2300	Banbridge Municipal Technical Institute.
Dublin ...	359	St. Joseph's B.
Do. ...	2488	Clarendon B.
Londonderry ...	2477	Derry Post Office B.
Tyrone ...	109	Loy Boys'.

NOTE.—In addition to the 322 Evening Schools on these lists, 17 schools were in operation during only portion of the session—total 339.

SCIENCE EQUIPMENT GRANTS made in the financial year, 1913-14.

Roll No.	School.	Amount.	Roll No.	School.	Amount.
	ANTRIM.	£ s. d.		CLARE.	£ s. d.
6321	Roughfort ...	7 10 0	14023	Inagh G. ...	7 10 0
4625	Carnbeg ...	7 10 0	13073	Knockerra G. ...	7 10 0
3535	Cairncastle ...	7 10 0	13730	Clohanes ...	7 10 0
82	Mullaghnoosin ...	7 10 0	4951	Mcly B. ...	7 10 0
6081	Ballycarry (2) ...	7 10 0	5253	O'Callaghan's Mills B.	7 10 0
11415	Fisherstown B. ...	7 10 0	2439	Feakle B. ...	7 10 0
12107	Killead ...	7 10 0	12860	Dunsallagh ...	7 10 0
15877	Craigmore ...	7 10 0	13692	Doonbeg G. ...	7 10 0
5688	Carnlough ...	7 10 0	4188	Broodford G. ...	7 10 0
16312	Brownlee Memorial	10 0 0	15520	Caherhurlery ...	7 10 0
13933	Drew Memorial ...	7 10 0	15754	Newmarket-on-Fergus B.	7 10 0
14171	Cromac Square ...	7 10 0			
15712	St. Mary's Practising (3).	9 0 0			
15814	Creevery ...	7 10 0		CORK.	
			6457	Rooscreena B. ...	7 10 0
	ARMAGH.		11533	Butlerstown B. ...	7 10 0
12536	Richhill ...	7 10 0	12253	Curravaraghan ...	5 0 0
12290	Townsend ...	7 10 0	11728	Kilbrittain G. ...	7 10 0
			15135	Bantry B. ...	5 0 0
	CAVAN.		12180	Kilmeen ...	5 0 0
12312	Darley ...	7 10 0	10232	Kantark Convent ...	10 0 0
10055	St. Anne's G. ...	7 10 0	14015	Kilgwilliamstown G.	7 10 0
			16087	Kealkill ...	7 10 0
	DONEGAL.		468	Ballinspittal G. ...	7 10 0
15706	Gortnabrado ...	7 10 0	14546	Oysterhaven ...	7 10 0
16270	Carnowen ...	7 10 0	5985	Ovens G. ...	7 10 0
	DOWN.			KERRY.	
7779	Loughbrickland (2)	7 10 0	5103	Glounaguillagh ...	7 10 0
10280	Willowfield (2) ...	10 0 0	11849	Lixnaw Convent ...	0 0 0
12926	Westbourne ...	10 0 0	9304	Rahen B. ...	7 10 0
11436	Ravarnetto ...	7 10 0	8330	Lauragh B. ...	7 10 0
253	Kircubbin ...	9 0 0	11313	Portmagee B. ...	7 10 0
3225	Gifford (1) ...	9 0 0	5480	Lehad ...	7 10 0
10704	Kilbroney ...	7 10 0	14797	Kilbaron B. ...	7 10 0
	FERMANACH.			LIMERICK.	
12043	Colebrook ...	5 0 0	2911	Kilcorra B. ...	7 10 0
8743	Rosca ...	7 10 0	10114	Do. G. ...	7 10 0
			13460	Lowtown G. ...	7 10 0
	LONDONDERRY.		11295	Ballinacarriga ...	7 10 0
16318	St. Eugene's B. ...	10 0 0	9608	Creeora ...	7 10 0
			9928	Granagh G. ...	7 10 0
	MONAGHAN.		11024	Dromin ...	5 0 0
16202	Castleblayney Convt.	7 10 0	11955	Coolcappa ...	7 10 0
			6032	St. Catherine's Convt.	10 0 0
	TYRONE.		7916	Monaleen G. ...	7 10 0
16350	Orritor ...	7 10 0	8572	Bruce B. ...	7 10 0
10696	Moygashel ...	7 10 0	13812	Gurtavilla ...	7 10 0
9513	Donaghmore Old ...	7 10 0			
16220	Roan ...	7 10 0		TIPPERARY.	
			7505	Grangemockler B. ...	7 10 0
			7694	Loughmore B. ...	7 10 0
			12667	Clorihan B. ...	7 10 0
			9856	Ballylooby B. ...	7 10 0
			10432	Ballough ...	7 10 0

SCIENCE EQUIPMENT GRANTS made in the financial year, 1913-14—*cont.*

Roll No.	School.	Amount.	Roll No.	School.	Amount.
	WATERFORD.	£ s. d.		GALWAY.	£ s. d.
15903	Rathgrusack ...	7 10 0	1321	Woodford B. ...	7 10 0
	CARLOW.		14801	Oboonahamper ...	7 10 0
602	Rathinabanna B. ...	7 10 0	11721	Gurraue ...	7 10 0
672	Myshall B. ...	7 10 0	14590	St. Ann's B. ...	7 10 0
	DUBLIN.		16071	Athenry Convent ...	10 0 0
15395	Drumcondra ...	10 0 0	7455	Ballygar B. ...	7 10 0
13837	Mt. Sackville Convt. ...	7 10 0	14304	Killbencanty (2) ...	7 10 0
686	Arlane ...	9 0 0	7194	Derrycoher ...	7 10 0
12448	Gardiner St. Convent ...	10 0 0	14088	Cross Roads B. ...	7 10 0
14995	St. Paul's B. (2) ...	9 0 0	14089	Cross Roads G. ...	7 10 0
11196	Inchicore South ...	7 10 0	13588	Brooklawn G. ...	7 10 0
13095	St. Peter's G. ...	9 0 0	14959	Colco B. ...	7 10 0
5200	St. Mary's G. (Balbriggan) ...	7 10 0	15444	St. Mary's B. ...	7 10 0
13236	St. Mary's G. ...	7 10 0	15771	Newcastle B. ...	7 10 0
14080	Palmerstown ...	7 10 0	9761	Loughcutra G. ...	*
	KILDARE.		14273	Lisacruheilla B. ...	7 10 0
11577	Naas B. ...	7 10 0	14257	Kilmore ...	7 10 0
779	Maynooth Convent ...	10 0 0		LEITRIM.	
5350	Abbey R. ...	7 10 0	12739	Drungownagh G. ...	7 10 0
	KILKENNY.		15065	Drumlonghan ...	7 10 0
9880	Ballynasey ...	7 10 0	15909	Corshill ...	7 10 0
16156	Urdingford B. ...	7 10 0	5462	Lisacoghill ...	7 10 0
16153	Urdingford G. ...	9 0 0		MAYO.	
2312	Crospatrick B. ...	7 10 0	11438	Ballyhannis B. ...	7 10 0
2018	Johantown B. ...	7 10 0	6908	Myna ...	7 10 0
	LONGFORD.		12815	Creskiff ...	7 10 0
13948	Tipper ...	7 10 0	13116	Park G. ...	7 10 0
10968	Ballymahon (2) ...	7 10 0	12164	Becklawn B. ...	7 10 0
11082	Keenagh (2) ...	7 10 0	16019	Kilvine ...	7 10 0
14202	St. Joseph's (Dring) ...	7 10 0	13263	Kilmaine B. ...	7 10 0
	MEATH.		13264	Kilmaine G. ...	7 10 0
5007	Gisley ...	5 0 0	14833	Tavane B. ...	7 10 0
885	Ratoath B. ...	7 10 0	12021	Treenlaur Monastery ...	5 0 0
886	Ratoath G. ...	7 10 0		ROSCOMMON.	
880	Moynalty B. ...	7 10 0	16127	Garthganny ...	7 10 0
	QUEEN'S.		1538	Famore ...	5 0 0
14260	Abbeyleft South ...	7 10 0	12811	Cartron (1) ...	7 10 0
7652	Gurteen ...	7 10 0	13468	Killmod ...	7 10 0
	WICKLOW.		5650	Aughnadarey ...	7 10 0
979	Newbridge ...	7 10 0	9700	Roxboro' G. ...	7 10 0
10713	Templemalney ...	7 10 0	10000	Carriek B. ...	7 10 0
11353	Eaniskerry (2) ...	7 10 0	15053	Ballyforan G. ...	7 10 0
9454	Valleymount G. ...	7 10 0	14823	Carraigs B. ...	7 10 0
			15558	Cloontad G. ...	7 10 0
			15557	Cloontad B. ...	7 10 0
			1086	Hanly Memorial ...	9 0 0
			7382	Loughlynn G. ...	7 10 0
				SLEIGO.	
			10008	Tabbercurry Convent ...	6 0 0
			10422	Colavin B. ...	7 10 0
			14304	Banada B. ...	7 10 0
			12635	Townaghbrack G. ...	7 10 0
			16053	Killoran ...	7 10 0

* Equipment supplied through Education Office, but entire cost (£7 10s. 6d.) provided locally.

TEACHERS' PENSIONS, &C.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1913, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The thirty-fourth year of the operation of the Act ended on the 31st December, 1913.

2. The fluctuation of numbers on the Pension List under the Act was as follows :—

	MEN.					WOMEN.					Total both Sexes.
	3rd Grade.	2nd Grade.	1st Grade.	1 st Class.	Total.	3rd Grade.	2nd Grade.	1st Grade.	1 st Class.	Total.	
On the Books on the 31st December, 1912.	2,028	1,583	1,390	150	5,151	5,168	1,213	845	130	7,356	12,607
First appointed in 1913.	183	—	—	—	183	381	—	—	—	381	564
Re-appointed, 1913.	34	3	2	—	39	94	0	4	—	104	143
Became Principal Teacher, 1913.	—	6	2	—	8	—	5	2	—	7	15
Became Assistant Teacher, 1913.	1	—	—	—	1	1	—	—	—	1	2
Promoted, 1913.	—	79	91	12	176	—	66	25	7	98	274
Deposed, 1913.	—	—	—	—	—	—	—	—	—	—	—
	2,848	1,663	1,475	162	6,150	5,822	1,290	876	137	7,925	14,075
Removed from List on account of age or receipt of Pension.	21	27	11	10	69	37	32	18	6	91	160
Quit the Service, 1913.	110	15	4	—	131	232	14	5	—	251	382
Promoted, 1913.	73	91	13	—	176	68	23	7	—	98	274
Became Principal Teacher, 1913.	8	—	—	—	8	7	—	—	—	7	15
Became Assistant Teacher, 1913.	—	1	—	—	1	—	1	—	—	1	2
Deposed, 1913.	—	—	—	—	—	—	—	—	—	—	—
Died, 1913.	9	12	5	2	28	15	7	12	1	35	63
Remained on Books 31st December, 1913.	2,627	1,510	1,444	150	5,731	5,296	1,213	839	130	7,445	13,176

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21 are as follows :—

	Men.	Women.	Total.
On the Books 31st December, 1912.	20	30	50
Re-appointed 1913.	—	—	—
Removed from Establishment on account of Age or on receipt of Pension in 1913.	1	3	4
Died in 1913.	—	1	1
Resigned or dismissed, 1913.	—	—	—
On the Books, 31st December, 1913.	25	26	51
Supplemental Pensions.			
Amount payable on 31st December, 1912.	767 17 2	1,440 4 4	2,207 21 6
Granted in 1913.	240 0 0	—	240 0 0
Ceased in 1913.	—	—	—
Amount payable 31st December, 1913.	487 17 2	1,636 4 4	2,123 21 6

4. The Pensions granted were as follows:—

	Male										Female										Total both Sexes	
	1st Grade		2nd Grade		3rd Grade		4th Class		Total		1st Grade		2nd Grade		3rd Grade		4th Class		Total			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£		
Total on 31st December 1942.	379	10,854	433	10,732	379	7,609	89	3,688	956	21,283	420	12,479	427	4,364	394	3,348	35	1,023	1,296	18,702	3,427	32,985
PENSIONS GRANTED IN 1942.																						
For ill-health.	—	—	4	50	1	10	—	—	5	52	1	10	1	10	3	30	—	—	4	41	10	107
On Voluntary Retirement.	17	500	32	550	1	32	1	125	50	1,050	10	300	4	100	3	90	1	30	15	350	17	1,770
On Compulsory Retirement.	1	100	11	352	—	—	—	—	12	1,000	15	350	22	330	20	420	4	140	59	7,000	56	14,200
Total	18	11,000	47	952	2	42	1	125	67	1,602	26	660	27	430	26	780	5	160	84	8,100	83	16,077
PENSIONS GRANTED IN 1943.																						
Through Death.	10	400	10	1,361	1	114	1	90	22	2,475	10	300	10	300	10	300	3	270	33	1,200	14	1,600
Otherwise.	—	—	—	—	—	—	—	—	—	—	5	150	1	10	1	10	—	—	1	20	3	30
Pensions payable on 31st December 1943.	389	11,300	454	12,093	380	7,723	90	3,778	972	22,894	435	12,829	437	4,470	394	3,368	39	1,190	1,330	19,254	3,467	32,711

*Including the Supplementary Fund.

5. The Age Statistics have been as follows, so far as they have been noticed during the years 1880-1912, and 1913, respectively.

	1880								1913							
	1st Grade				2nd Grade				3rd Grade				4th Grade			
	1880-1912	1912	1880-1912	1912	1880-1912	1912	1880-1912	1912	1880-1912	1912	1880-1912	1912	1880-1912	1912	1880-1912	1912
Age 1st 10																
Proportion	50-55	51-54	51-55	50-55	50-55	51-55	51-55	51-55	51-55	51-55	51-55	51-55	51-55	51-55	51-55	51-55
Proportion	55-60	56-59	56-60	55-60	55-60	56-59	56-59	56-59	56-59	56-59	56-59	56-59	56-59	56-59	56-59	56-59
Proportion	60-65	61-64	61-65	60-65	60-65	61-64	61-64	61-64	61-64	61-64	61-64	61-64	61-64	61-64	61-64	61-64
Proportion	65-70	66-69	66-70	65-70	65-70	66-69	66-69	66-69	66-69	66-69	66-69	66-69	66-69	66-69	66-69	66-69
Proportion	70-75	71-74	71-75	70-75	70-75	71-74	71-74	71-74	71-74	71-74	71-74	71-74	71-74	71-74	71-74	71-74
Proportion	75-80	76-79	76-80	75-80	75-80	76-79	76-79	76-79	76-79	76-79	76-79	76-79	76-79	76-79	76-79	76-79
Proportion	80-85	81-84	81-85	80-85	80-85	81-84	81-84	81-84	81-84	81-84	81-84	81-84	81-84	81-84	81-84	81-84
Proportion	85-90	86-89	86-90	85-90	85-90	86-89	86-89	86-89	86-89	86-89	86-89	86-89	86-89	86-89	86-89	86-89
Proportion	90-95	91-94	91-95	90-95	90-95	91-94	91-94	91-94	91-94	91-94	91-94	91-94	91-94	91-94	91-94	91-94
Proportion	95-100	96-99	96-100	95-100	95-100	96-99	96-99	96-99	96-99	96-99	96-99	96-99	96-99	96-99	96-99	96-99

6. The Number of Teachers paying Premiums, and of those in receipt of Premiums, on the 31st December of each of the undermentioned years, and the amounts paid each year under these heads, were as follows:—

Year.	Premiums.		Premiums.	
	No. paying Premiums at end of year	Amount paid during year	No. of Premiums payable at end of year	Amount paid during year
1880	10,280	£ 9,147	870	£ 20,227
1885	11,510	£ 10,454	1,080	£ 20,808
1890	11,710	£ 10,280	1,200	£ 21,800
1900	12,877	£ 11,200	1,340	£ 21,500
1910	12,990	£ 11,200	1,447	£ 21,500
1913	13,947	£ 11,200	1,460	£ 21,500

(1.) The "REID" BEQUEST.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of education in the County Kerry, the Commissioners of National Education, having considered the answering of the male monitors employed in the National Schools of that County, at the annual examinations of 1913, awarded prizes as follows:—

MONITORS EXAMINED UPON FINAL YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize.
2979 Clashnagarrane Boys' ...	John Sullivan ...	1st Prize £ 25
14797 Kilmaccon Boys' ...	Humphrey Murphy ...	2nd " 22
15844 Ballyduff ...	Patrick Fitzgerald ...	3rd " 20
1793 Killarney Monastery ...	John F. Courtney ...	4th " 18
1199 Callias Boys' ...	John Coffey ...	5th " 16

MONITORS (NEW CLASS) EXAMINED UPON FIRST YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize.
2849 Keamare Boys' ...	Gerald O'Donoghue ...	1st Prize £ 20
12832 Killorglin Boys' ...	Timothy O'Reilly ...	2nd " 18
6227 Smervick Boys' ...	John Murphy ...	3rd " 16
8062 Cloakeen ...	Michael McGrath ...	4th " 14
11495 Faha Boys' ...	John Moriarty ...	5th " 12
1704 Rathmore Boys' ...	Maurice Reen ...	6th " 10

- (2). LIST of KING'S SCHOLARS in order of merit who passed their Final Year's Examination in July, 1913, and qualified for Certificates of Competency in Irish, and to whom Prizes of £5 each have been awarded.

The Training Colleges are indicated thus:—

C.N.E. "Marlborough-street" (Dublin). St. M. "St. Mary's" (Belmar).
 St. P. "St. Patrick's" (Drumcondra). M.J. "Mary Immaculate" (Limerick).
 O.L.M. "Our Lady of Mercy" (Blackrock). D.L.S. "De La Salle" (Waterford).

County.	Roll No.	School.	Name of King's Scholar.	Training College.
Cork	15397	St. Michael's	Timothy Dineen	D.L.S.
Tyrosne	15840	St. Patrick's	Martin O'Brien	D.L.S.
Mayo	14410	St. Angela's	Margaret Hession	O.L.M.
Cork	10657	Keilmansleigh	Denis McSweeney	D.L.S.
Waterford	15946	St. Stephen's	Daniel Carroll	D.L.S.
Limerick	-	St. Joseph's Intermediate.	Daniel O'Riordan	D.L.S.
Mayo	12484	Aughalustina	William Carty	C.N.E.
Kerry	10182	Minard Castle	Maurice Keahe	St. P.
Limerick	9820	Ballyagran	Peter J. O'Brien	St. P.
Cork	7419	St. Mary's Convent	Mary E. Harte	St. M.
Clare	10321	Lisrycosey	Alexander Conway	D.L.S.
Carlow	13105	St. Bridget's	Richard Byrne	D.L.S.
Waterford	-	Christian Brothers	Maurice Lacey	D.L.S.
Donegal	6105	Ballinamore	Maurice McGeehan	D.L.S.
Cork	11253	Beakel, G.	Bridget Burke	O.L.M.
Mayo	12378	Aughleam	Mary A. Kearney	M.I.
Leath	851	Drogheda Presentation Convent.	Mary C. Corry	O.L.M.
Galway	11017	Claran G.	Brigid Garvey	St. M.
Sligo	15374	St. Vincent's	Rose Greene	St. M.
Sligo	15374	St. Vincent's	Mary K. Moohan	St. M.
Kerry	12833	Killorglin G.	Nora Foley	O.L.M.
Kerry	10017	Fibough G.	Katie Teshan	St. M.
Tipperary	-	-	James O'Neill	D.L.S.
Mayo	13467	Heathfield	Patrick Forde	D.L.S.
Kerry	14767	Aughnawla	Thomas Mahony	D.L.S.
Kerry	10239	Caherdaniel	Michael L. O'Sullivan	D.L.S.
Donegal	14331	Bundoran Convent	Bridget Carroll	O.L.M.
Clare	7316	Ennis Convent	Margaret O'Connell	M.I.
Waterford	12087	St. Joseph's Prem. Convt., Dungarvan.	Helen O'Grady	O.L.M.
Waterford	15046	St. Stephen's	Francis P. Dolan	D.L.S.

In addition to the above, the undermentioned King's Scholar also passed the examination, but, being already certificated in Irish, was ineligible for the award of a prize:—

Patrick Whelan (D.L.S.), Coolmasmeas N.S., Co. Waterford, Roll No. 4134

(3). CARLISLE AND BLAKE PREMIUMS.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums is distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions:—

- (a.) that the average attendance and the regularity of the attendance of the pupils are satisfactory;
- (b.) that a fair proportion of the pupils have passed in the higher standards;
- (c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to;
- (d.) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school records, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

CARLISLE AND BLAKE PREMIUMS for the year ended 31st December, 1913.

Circuit.	Roll No. and School.	Teacher.
1	13367 Stranorlar Boys' ...	William O'Doherty.
2	13489 St. Malachy's Girls ...	Miss Helena McDoritt.
3	13891 Lacro Parochial ...	Andrew Johnston.
4	9681 Loy Boys' ...	William Rice.
5	12960 Littlemount ...	William S. Collins.
6	12365 St. Patrick's Boys' ...	Charles Heron.
7	15802 Donegall Road ...	John T. Abraham.
8	13721 Albert Bridge ...	Samuel McCambrey.
9	11072 St. Peter's ...	John Hamilton.
10	12960 Carrigeenroe Girls' ...	Mrs. Anna B. Mallon.
11	14303 Kinnegad Girls' ...	Mrs. Mary A. Murphy.
12	10713 Templemore ...	Bernard Butler.
13	13057 Doelough ...	Michael Henry.
14	4219 Spiddal Boys' ...	Peter Greaney.
15	10092 Athlone ...	John Upton Beckett.
16	8378 Rhode Girls' ...	Mrs. Margaret Killean.
17	10319 Kilbaha Girls' ...	Miss Kate Keane.
18	7376 Herbertstown Boys' ...	Joseph E. Reynolds.
19	3020 Stoneyford ...	William Brophy.
20	15668 Lettir Boys' ...	Thomas Jones.
21	1935 St. Peter and Paul's Boys' ...	Michael O'Donnell.
22	7101 Inchiclough ...	John F. Hederman.

COMPULSORY EDUCATION.

IRISH EDUCATION ACT, 1892.

(a). PLACES in which SCHOOL ATTENDANCE COMMITTEES existed
on 31st December, 1913.

County.	Name of Urban District.	Name of Rural District.
Antrim, ..	Ballyclare, ..	Aghalee.
" ..	Ballymena, ..	Antrim.
" ..	Ballymoney, ..	Ballycastle.
" ..	Carrickfergus, ..	Ballymena.
" ..	Larne, ..	Ballymoney.
" ..	Lisburn, ..	Belfast.
" ..	Portrush, ..	Larne.
" ..	—	Lisburn.
Antrim & Down,	Belfast Co. Borough, ..	—
Armagh, ..	Lurgan, ..	Armagh.
" ..	Portadown, ..	Lurgan :—Lurgan Division.
" ..	Tandragee, ..	Portadown Division.
" ..	—	Newry No. 2.
" ..	—	Tandragee.
Carlow, ..	Bagenalstown, ..	Carlow :—Bagenalstown Division.
" ..	Carlow, ..	Ballin Division.
" ..	Tallow,* ..	Borris Division.
" ..	—	Tinryland Division.
Cavan, ..	Belturbet, ..	—
" ..	Cavan, ..	—
" ..	Cootahill, ..	—
Clare, ..	Ennis, ..	Killadysert.
" ..	Kilrush, ..	Kilrush.
Cork, ..	Glonskilty, ..	—
" ..	Feraco, ..	—
" ..	Kinsale, ..	—
" ..	Midleton, ..	—
" ..	Queenstown, ..	—
" ..	Cork Co. Borough, ..	—
Donegal, ..	Letterkenny,* ..	Dunfanaghy.
" ..	—	Londonderry No. 2.
" ..	—	Strabane No. 2.
Down, ..	Banbridge, ..	Banbridge :—Annadone Divn.
" ..	Bangor, ..	Banbridge Divn.
" ..	Donaghadee, ..	Down Divn.
" ..	Downpatrick, ..	Moneylane Divn.

*In this case the provisions of the Act were not enforced.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1913—*continued*.

County.	Name of Urban District.	Name of Rural District.
Down.	Dromore,	Castlereagh.
"	Holywood,	Downpatrick :—Ballynahinch Div.
"	Newcastle,	" Downpatrick Div.
"	Newry,	" Killyleagh Div.
"	Newtownards, ..	" Portaferry Div.
"	Warrenpoint, ..	Hillsborough.
"	—	Kilkeel :—Bryansford Division.
"	—	" Kilkeel Division.
"	—	Moira :—Waringstown Div.
"	—	" Moira Div.
"	—	Newry No. 1.
"	—	Newtownards.
Dublin,	Blackrock,	Balrothery :—Ratbriggan Div.
"	Dalkey,	" Garristown Div.
"	Kilney and Ballybrack,	" Malahide Div.
"	Kingstown,	Celbridge No. 2.
"	Pembroke,	North Dublin.
"	Rathmines and Rathgar,	Rathdown No. 1.
"	Dublin (Co. Borough) —	South Dublin.
"	Clontarf Division.	—
"	" Drumcondra,	—
"	&c., Division.	—
"	" New Kilmain-	—
"	ham Division.	—
"	" North West	—
"	Division.	—
"	" North East	—
"	Division.	—
"	" South West	—
"	Division.	—
"	" South East	—
"	Division.	—
Fermanagh,	Enniskillen,	Clones (2).
"	—	Enniskillen.
"	—	Irvinestown.
"	—	Lisnaskea :—East side.
"	—	" West side.
Galway,	Ballinasloe,	Clifden.
"	Galway,	Loughrea.
"	—	Oughterard.
"	—	Tuam.
Kerry,	Killarney,	Caharciveen.
"	Trillick,	Dingle.
"	—	Kenmare.
"	—	Killarney.
"	—	Listowel.
"	—	Trillick.
Kildare,	Athy,	Athy No. 1 :—Athy Dispensary
"	Nass,	District.
"	—	" Castledermot Dispen-
"	—	sary District.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1913—*continued*.

County.	Name of Urban District.	Name of Rural District.
Kildare, ..	Newbridge, ..	Athy No. 1:—Fountainstown Dispensary District.
" ..	—	" Monasterevan Dispensary District.
" ..	—	Baltinglass No. 3.
" ..	—	Celbridge No. 1.
" ..	—	Edenderry No. 2.
" ..	—	Naas No. 1 —Clane Division.
" ..	—	" Kildare Division.
" ..	—	" Naas Division.
Kilkenny, ..	Kilkenny, ..	Castlecomer.
" ..	—	Uxlingford No. 1.
King's, ..	Birr, ..	Birr No. 1. —Banagher Division.
" ..	—	" Birr Division.
" ..	—	" Ferbane Division.
" ..	—	Cloneygowan.
" ..	—	Roscrea No. 2.
Limerick, ..	Limerick Co. Borough,	Croom.
" ..	—	Glin.
" ..	—	Kilmallock.
" ..	—	Limerick No. 1.
" ..	—	Mitchelstown No. 2.
" ..	—	Newcastle.
" ..	—	Rathkeale.
" ..	—	Tipperary No. 2.
Londonderry, ..	Coleraine, ..	Coleraine.
" ..	Limavady, ..	Limavady.
" ..	Londonderry County Borough.	Londonderry (1).
" ..		Magherafelt.
Longford, ..	Granard, ..	Ballymahon:—Abbeyskrule Dispensary.
" ..	Longford, ..	" Ballymahon Dispensary.
" ..	—	Granard.
" ..	—	Longford:—Drumlish Division.
" ..	—	" Killashee Division.
" ..	—	" Longford Division.
Louth, ..	Drogheda, ..	Ardee No. 1.
" ..	Dundalk, ..	Dundalk.
" ..	—	Louth.
Mayo, ..	Ballina, ..	—
" ..	Castlebar, ..	—
Monaghan, ..	Clones, ..	—
Queen's ..	Mountmellick,* ..	Abbeyleix:—Abbeyleix Division.
" ..	—	Rathdowney Division.
" ..	—	Athy (2):—Ballylinan Division.
" ..	—	Stradbally Division.
" ..	—	Mountmellick:—Maryboro' Divn.†
" ..	—	—

* In this case the provisions of the Act were not enforced.

† No information was received regarding the operation of the Act in this case.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1913—*continued*.

County.	Name of Urban District.	Name of Rural District.
Queen's, ..	—	Mountmellick:—Mountmellick Div.
" ..	—	" Mountmellick Div.
" ..	—	Roscrea (3).
" ..	—	Slieveinargy.
Roscommon, ..	—	Castleroa.*
" ..	—	Roscommon.*
Tipperary, ..	Carrick-on-Suir, ..	Birr No. 2.
" ..	Cashel, ..	Borrisokane.
" ..	Clonmel, ..	Nenagh.
" ..	Nenagh, ..	Roscrea No. 1.
" ..	Templemore, ..	Slieveardagh.
" ..	Thurles, ..	Thurles.
" ..	Tipperary, ..	Cashel:—Cashel Division.
" ..	—	" Fethard Division.
" ..	—	" Killenaule Division.
" ..	—	" Kilpatrick Division.
" ..	—	Gortashoe.
Tyrone, ..	Aughnacloy, ..	Clogher:—Aughnacloy Dispensary District.
" ..	Cookstown, ..	" Ballygavley Dispensary District.
" ..	Omagh, ..	" Clogher Dispensary District.
" ..	Strabane, ..	" Fivemiletown Dispensary District.
" ..	—	Castlederg.
" ..	—	Cookstown.
" ..	—	Dungannon:—No. 1 Division.
" ..	—	" No. 2 Division.
" ..	—	Omagh.
" ..	—	Strabane No. 1.;—Plumbridge Division.
" ..	—	" Newtown-stewart Division.
" ..	—	" Dunamanagh Division.
" ..	—	Trillick.
Waterford, ..	Dungarvan, ..	—
" ..	Lismore, ..	—
" ..	Waterford Co. Borough,	—
Westmeath, ..	Athlone, ..	—
Wexford, ..	Enniscorthy, ..	Enniscorthy.
" ..	Gorey, ..	—
" ..	New Ross, ..	New Ross.
" ..	Wexford, ..	—
Wicklow, ..	Bray, ..	Baltinglass No. 1.—Dunlavin Division.
" ..	Wicklow, ..	Rathdrum:—Annamoe Dispensary District.
" ..	—	" —Newcastle Dispensary District.
" ..	—	Rathdown No. 2.

* In this case the provisions of the Act were not enforced.

(b.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1913, with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls, (arranged in descending order of per-centages).

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carlow	87.3	Thurles	75.9
Dalkey	85.5	Clones	75.8
Athlone	83.8	Newtownards	75.7
Drogheda	81.7	Fernoy	75.6
Queensdown	81.5	Portadown	75.4
Nass	81.4	Lurgan	75.2
Bangor	81.1	Ballina	75.1
Carriekfergus	80.9		
Blackrock	80.8	Chokstown	74.9
Anghnacloy	80.7	Omagh	74.9
		Bray	74.7
Holywood	79.9	Balfinacloe	74.6
Donaghadee	79.8	Granard	74.5
Londonderry	79.8	Strabane	74.4
Birr	79.7	Tandragee	74.3
Killiney and Ballybrack	79.6	Belturbet	74.3
Ballymena	79.4	Letterkenney *	74.2
Banbridge	79.4	Dungarvan	74.2
Kilbarney	79.4	New Ross	74.2
Templemore	79.4	Waterford	74.0
Mountmellick *	79.3		
Longford	78.6	Portrush	73.8
Dundalk	78.5	Cork	73.8
Cavan	78.3	Gorey	73.6
Rathfriland and Rathgar	78.3	Middleton	73.3
Kingstown	78.2	Kilrush	73.2
Coleraine	78.1	Clenmel	73.1
Enniskillen	78.0	Ennis	73.0
Limerick	78.0		
Larne	77.9	Quotehill	72.8
Pembroke	77.9	Bagenalstown	72.7
Downpatrick	77.8	Wexford	72.4
Ballyclare	77.6	Galway	72.2
Dublin	77.6	Newcastle (Down)	72.1
Ballymoney	77.5	Dromore	72.0
Nenagh	77.4		
Newbridge	77.2	Warespoint	71.9
Lismore	77.2	Wicklow	71.2
Lisburn	77.1		
Kilkenny	77.1	Enniscorthy	69.7
Cashel	77.0	Tipperary	69.5
Carriek-on-Suir	76.7	Tralee	68.8
Castlebar	76.4	Athy	68.2
Belfast	76.1		
Kinsale	76.1		
Tullow *	76.0	Newry	67.6

* In this case the provisions of the Act were not enforced.

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES existed on the 31st December, 1913, with the Per-centage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls, (arranged in descending order of per-centages).

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Rathdown (1) ...	79.9	Rathdrum (Annamore and Newcastle Dispensary District).	71.8
Balrothery ...	79.8	Birr (1) ...	71.7
Colbridge (2) ...	79.3	Roscrea (3) ...	71.7
Newtownards (including Town of Comber).	78.7	Ballymoney ...	71.6
North Dublin ...	78.7	Tipperary (2) ...	71.6
Slieveamargy ...	78.4	Ardee (1) ...	71.6
Athy (2) ...	77.3	Ballymahon ...	71.5
South Dublin (including Town of Tercenure).	76.5	*Mountmellick (including portion of Town of Portarlington).	71.5
Carlow ...	76.4	Nenagh ...	71.4
Edenderry (2) ...	76.2	Kilkoel ...	71.4
Louth ...	76.1	Tanderagee ...	71.2
Larne ...	76.0	Irvinestown ...	71.2
Killarney ...	76.0	Dundalk ...	71.2
Abbsideleix ...	76.0	Lisnashkea ...	71.0
Colbridge (1) ...	75.9	Borrisokane ...	71.0
Kilmallock ...	75.9	Roscrea (2) ...	70.9
Castlereagh ...	75.6	Killadysert ...	70.6
Antrim ...	75.5	Clones (2) ...	70.6
Moirs ...	75.5	Ballycastle ...	70.5
Cloneygowan (including portion of Town of Portarlington).	75.5	Kennmare ...	70.4
Ballymena ...	75.3	Enniskillen ...	70.1
Urrlingford (1) ...	75.3	Newry ...	69.9
Belfast ...	75.1	Mitchelstown (2) ...	69.9
Dingle ...	74.8	Castlederg ...	69.9
Castlecomer ...	74.7	Londonderry (2) ...	69.7
Glin ...	74.3	Omagh ...	69.6
Rathdown (2) ...	74.0	Listowel ...	69.5
Newcastle ...	73.9	New Ross ...	69.4
Downpatrick ...	73.8	Dungannon ...	69.3
Limerick (1) ...	73.7	Barbridge ...	69.3
Nass (1) ...	73.4	Baltinglass (3) ...	69.2
Hillsborough ...	73.3	Coleraine ...	69.1
Oahervreen ...	73.3	Longford ...	68.8
Thurles ...	73.3	Trillick ...	68.8
Rathkeale ...	73.1	Strabane (1) ...	68.7
Birr (2) ...	73.1	Magherafelt ...	68.1
Lurgan ...	73.0	Strabane (2) ...	68.0
Cashel ...	72.8	Clogher ...	68.0
Roscrea (1) (including the Town of Roscrea).	72.7	Athy (1) ...	67.9
Croom ...	72.7	Granard ...	67.6
Lisburn ...	72.6	Limavady ...	67.3
Armagh ...	72.5	Enniscorthy ...	67.3
Slieveadagh ...	72.5	†Castlereagh ...	67.1
Baltinglass (1) (Dunlavin Division).	72.4	Cookstown ...	67.1
Trillick ...	72.3	Tuas ...	66.8
Aghalee ...	72.2	Kilrush ...	66.3
Londonderry (1) ...	72.1	Dunfanaghy ...	66.4
Gortnahoe ...	71.9	Loughrea ...	65.4
		Newry (1) ...	64.7
		†Roscommon ...	64.2
		Oughterard ...	63.7

* No information was received as to the operation of the Act in the case of the Maryborough Division of Mountmellick Rural District.

† In this case the provisions of the Act were not enforced.

(d.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1913, with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls, (arranged in descending order of percentages).

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
*Edenderry	88.5	Boyle	76.1
Kells	82.0	Monaghan	75.5
Trim	81.2	*Roscommon	75.5
Bunratta	81.0	*Listowel	75.3
*Newcastle (Limerick) ...	80.6	*Loughrea	74.8
Bantry	80.0	*Arklow	74.7
*Balbriggan	80.0	Callan	74.5
Mullingar	80.0	Tullamore	73.8
Sligo	79.7	Macroom	73.7
*Armagh	79.5	*Fethard	73.6
Castleblayney	79.3	Carrikmacross	73.3
*Rathkeale	78.7	Navan	73.2
Westport	77.6	*Ardee	73.1
Youghal	77.4	Ballybay	73.1
*Antrim	77.3	Ballyshannon	71.7
*Golford	77.0	Mallow	71.5
Skibberreen	76.9	*Tuam	71.2
*Dungannon	70.6	Banlon	69.7
*Kilkee	70.5	*Maryborough	69.7
*Keady	70.2		

* Although there was no committee for the urban area, a committee was in operation for the adjoining rural district.

- (e.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1913, with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls, (arranged in descending order of percentages).

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Kilbeggan	82.5	Bantry	72.5
Edenderry (1)	76.8	Baltinglass (excluding Dunlavin Division).	72.3
Charleville (including the town of Charleville).	76.0	Fermoy	72.3
Cork (including the town of Passage West).	75.6	Millstreet	72.0
Cloanel (1)	75.6	Skull	72.0
Dunshaughlin	75.5	Tullamore	72.0
Edenderry (3)	75.2	Oldcastle	72.0
Ardee (2)	75.1		
Kilkenny	74.9	Cloanel (2)	71.8
Castletown	74.8	Kanturk	71.7
Trim	74.6	Waterford (2)	71.4
Lismore	74.5	Corofin	71.3
Naas (2)	74.5	Thomastown	71.3
Waterford (1)	74.4		
Youghal (1)	74.4	Kells	70.6
Mullingar	74.3	Crossmaglen	70.4
Navan	74.3	Baltinglass (2)	70.3
		Dunmanway	70.3
Skibbereen	73.6	Dungarvan	70.3
Youghal (2)	73.5	Idrone	70.1
Delvin	73.3		
Clogheen (including the town of Caher).	73.2	Eanis	69.9
Limerick (2)	73.0	Kinsale	69.9
		Sligo	69.8
Mililton	72.9	Mitchelstown (1) (incl. the town of Mitchelstown).	69.7
Callan	72.9	Coole	69.2
Carriek-on-Suir (3)	72.7	Wexford	69.2
Mallow	72.7	Ballyshannon (including the town of Bundoran).	69.1
Tipperary (1)	72.7	Carriek-on-Suir (1)	69.1
Carriek-on-Suir (2)	72.5	Ennistymon	69.1
Clonsilla	72.5	Tulla	69.0
Mentl	72.5		
		Athlone (1)	68.9
		Ballymore	68.6
		Strokestown	68.6
		Enniskillen (2)	68.4
		Scariff	68.2
		Bandon	68.1
		Glenties	68.0

Schools attended by Roman

TABLE showing, according to Provinces and Counties, the number
1913, of 2,273 SCHOOLS which were attended

PROVINCES AND COUNTIES	Total No. of Schools attended by both R.C. and Prot. Pupils.	SCHOOLS UNDER ROMAN CATHOLIC TEACHERS.							SCHOOLS	
		No. of Schools.	Pupils on the Rolls on 31st December, 1913.						No. of Schools.	Pupils.
			R.C.	R.C.	Pres.	Meth.	Others	Total.		
ULSTER.										
Antrim, ..	186	48	2,649	188	239	3	3	3,082	134	432
Armagh, ..	65	24	1,546	56	37	3	5	1,641	40	186
Cavan, ..	69	57	3,445	206	22	16	1	3,684	16	76
Donegal, ..	157	94	6,169	340	195	7	2	6,713	59	494
Down, ..	156	46	3,453	99	158	-	7	3,717	98	430
Fermanagh, ..	87	50	2,981	230	15	29	-	3,255	33	292
Londonderry, ..	118	51	2,857	93	241	8	4	3,263	62	394
Monaghan, ..	74	59	3,594	139	66	-	3	3,862	23	153
Tyrone, ..	178	88	4,494	339	225	26	5	5,089	84	615
Total, ..	1,684	568	31,188	1,678	1,198	92	36	34,186	543	3,875
MUNSTER.										
Clare, ..	39	39	4,645	86	-	-	3	4,134	-	-
Cork, ..	171	166	13,697	427	10	16	5	14,155	8	29
Kerry, ..	64	61	6,686	167	4	-	3	6,266	3	12
Limerick, ..	56	52	4,877	109	6	11	15	5,018	3	21
Tipperary, ..	75	69	5,436	160	13	1	6	5,610	6	38
Waterford, ..	23	22	2,492	42	-	-	3	2,447	1	1
Total, ..	428	463	36,537	991	33	28	35	37,624	21	101
LEINSTER.										
Carlow, ..	21	19	1,887	48	1	-	6	1,942	2	10
Dublin, ..	78	38	4,428	119	1	3	3	4,554	33	194
Kildare, ..	28	27	2,665	65	4	-	6	2,686	1	2
Kilkenny, ..	38	37	2,469	91	-	1	1	2,662	1	1
King's, ..	43	39	2,737	91	-	1	4	2,833	4	13
Longford, ..	26	25	1,773	56	-	6	2	1,837	1	5
Louth, ..	34	31	1,885	71	16	-	-	1,966	3	20
Meath, ..	53	48	2,754	165	3	-	7	2,869	2	21
Queen's, ..	31	31	2,346	90	-	-	-	2,436	-	-
Westmeath, ..	35	34	2,935	83	4	6	-	3,028	1	1
Wexford, ..	59	54	3,487	135	7	-	5	3,634	5	27
Wicklow, ..	39	36	1,976	131	-	2	1	2,164	8	25
Total, ..	485	413	31,276	1,685	30	19	35	32,445	61	238
CONNAUGHT.										
Galway, ..	68	67	5,367	148	21	-	5	5,541	1	5
Leitrim, ..	50	45	2,692	143	2	7	-	2,844	4	24
Mayo, ..	67	65	6,236	183	25	4	6	6,454	2	10
Rosecommon, ..	35	31	2,235	76	5	1	1	2,318	4	37
Sligo, ..	56	52	3,564	196	14	3	-	3,717	4	11
Total, ..	276	266	26,634	746	67	15	12	26,874	15	87
TOTAL, ALL IRELAND.	2,273	1,884	119,035	4,506	1,328	154	112	125,129	640	3,501

of Pupils of each Denomination on the Rolls on the 31st December by both ROMAN CATHOLIC and PROTESTANT PUPILS.

UNDER PROTESTANT TEACHERS.					SCHOOLS UNDER ROMAN CATHOLIC AND PROTESTANT TEACHERS.							PROVINCES AND COUNTRIES.
on the Rolls on 31st December, 1913.					No. of Schools.	Pupils on the Rolls on 31st December, 1913.						
E.C.	Pres.	Meth.	Others.	Total.		R.C.	E.C.	Pres.	Meth.	Others.	Total.	
											ULSTER.	
3,010	8,404	830	432	15,108	4	203	303	366	45	215	1,282	Antrim.
1,324	910	107	90	2,086	1	31	20	14	-	-	65	Armagh.
287	78	24	3	468	2	104	5	40	3	-	152	Cavan.
1,035	1,229	99	20	2,877	4	178	18	71	-	-	267	Donegal.
3,373	5,352	340	354	9,849	6	230	161	103	2	3	489	Down.
1,128	82	135	34	1,671	4	106	154	-	17	0	283	Fermanagh.
1,187	2,285	50	90	4,007	5	162	33	65	-	-	260	Longferry.
338	572	6	7	1,070	1	56	20	-	-	-	76	Monaghan.
1,661	1,851	137	144	4,408	0	332	125	145	3	1	606	Tyrone.
15,343	20,770	1,788	1,174	42,150	33	1,462	919	804	70	225	3,480	Total.
											MUNSTER.	
-	-	-	-	-	-	-	-	-	-	-	-	Clare.
197	5	9	2	242	3	168	64	11	2	8	253	Cork.
84	3	-	-	99	-	-	-	-	-	-	-	Kerry.
84	5	7	23	140	1	1	20	5	7	10	43	Limerick.
140	28	12	5	223	-	-	-	-	-	-	-	Limerick.
23	8	2	2	36	-	-	-	-	-	-	-	Waterford.
528	40	30	32	740	4	169	84	16	9	18	296	Total.
											LEINSTER.	
47	-	-	-	57	-	-	-	-	-	-	-	Carlow.
2,507	345	220	322	3,498	7	1,501	118	26	4	1	1,653	Dublin.
32	-	-	-	34	-	-	-	-	-	-	-	Kildare.
28	3	-	-	32	-	-	-	-	-	-	-	Kilkenny.
100	11	3	-	127	-	-	-	-	-	-	-	King's.
4	2	-	-	11	-	-	-	-	-	-	-	Longford.
35	20	-	-	84	-	-	-	-	-	-	-	Louth.
15	1	-	-	37	3	260	36	-	-	-	302	Meath.
-	-	-	-	-	-	-	-	-	-	-	-	Queen's.
13	-	-	-	14	-	-	-	-	-	-	-	Westmeath.
89	5	-	2	120	-	-	-	-	-	-	-	Wexford.
348	10	18	3	413	1	17	20	-	-	-	37	Wicklow.
3,215	400	241	327	4,427	11	1,787	174	26	4	1	1,992	Total.
											CONNAUGHT.	
24	-	-	-	29	-	-	-	-	-	-	-	Galway.
121	1	9	-	135	1	61	14	-	-	-	75	Leitrim.
42	3	-	-	55	-	-	-	-	-	-	-	Mayo.
58	16	1	11	123	-	-	-	-	-	-	-	Roscommon.
140	8	13	5	177	-	-	-	-	-	-	-	Sligo.
385	28	23	16	530	1	61	14	-	-	-	75	Total.
19,471	21,253	2,082	1,549	47,836	49	3,479	1,191	846	83	244	5,843	TOTAL ALL IRELAND.

Schools attended solely by Pupils of one Denomination.

TABLE showing, according to Provinces and Counties, the number of Pupils on the Rolls on 31st December, 1913, of 5,948 Schools attended solely by Pupils of one Denomination.

PROVINCES AND COUNTIES.	Total Number of Schools.	Schools under Roman Catholic Teachers.		Schools under Protestant Teachers.					
		Number of Schools.	Number of Pupils, all R.C.	Number of Schools.	Number of Pupils—all Protestant.				
					R.C.	Pres.	Meth.	Others.	Total.
ULSTER.									
Antrim, ..	469	109	14,910	360	14,013	24,725	2,369	1,300	42,007
Armagh, ..	196	81	7,270	115	5,121	2,380	657	251	8,409
Cavan, ..	181	132	8,482	49	1,564	350	61	13	1,984
Donegal, ..	266	205	15,461	61	1,301	813	190	8	2,312
Down, ..	334	80	8,237	254	8,975	15,046	1,448	1,659	27,028
Fermanagh, ..	84	38	1,987	46	1,800	77	306	44	2,224
Londonderry, ..	169	59	6,826	100	3,148	4,312	232	212	7,804
Monaghan, ..	104	65	5,115	39	929	829	45	13	1,810
Tyrone, ..	174	83	6,266	91	2,967	1,828	232	77	5,104
Total, ..	1,967	852	74,554	1,115	39,727	60,366	5,530	3,577	91,200
MUNSTER.									
Clare, ..	212	205	14,028	7	111	10	1	—	122
Cork, ..	523	458	43,066	65	2,193	99	160	84	2,536
Kerry, ..	293	282	22,987	11	253	14	12	1	280
Limerick, ..	195	187	16,440	8	232	4	17	—	253
Tipperary, ..	240	218	16,362	22	465	3	48	4	520
Waterford, ..	115	106	9,177	9	298	29	20	19	366
Total, ..	1,578	1,456	122,206	122	3,552	159	258	108	4,077
LEINSTER.									
Carlow, ..	58	44	3,121	14	397	16	4	3	419
Dublin, ..	248	177	42,342	71	4,275	253	144	437	5,109
Kildare, ..	70	54	4,796	16	389	22	7	7	425
Kilkenny, ..	128	121	8,080	7	230	12	1	7	250
King's, ..	80	66	4,721	14	330	10	8	4	352
Longford, ..	78	66	4,486	12	412	8	9	5	434
Louth, ..	77	67	6,744	10	403	111	18	10	542
Meath, ..	104	91	6,354	13	279	16	5	7	307
Queen's, ..	85	64	4,034	21	617	28	15	7	667
Westmeath, ..	90	86	5,093	13	345	43	21	29	429
Wexford, ..	114	93	9,268	21	670	20	20	13	723
Wicklow, ..	86	57	4,911	29	927	47	33	22	1,029
Total, ..	1,227	980	105,450	241	9,274	585	285	542	10,686
CONNAUGHT.									
Galway, ..	340	332	25,935	8	216	21	18	—	255
Letchin, ..	140	118	7,580	22	567	15	37	—	619
Mayo, ..	353	340	28,282	13	263	52	9	—	324
Reconcommon, ..	206	201	13,936	5	100	4	—	—	104
Sligo, ..	137	119	8,933	18	560	35	36	1	632
Total, ..	1,176	1,110	84,666	66	1,706	127	100	1	1,934
TOTAL, ALL IRELAND,	5,048	4,404	386,936	1,544	54,259	51,237	6,173	4,228	116,897

There are eight schools with unmixed attendances which cannot be brought under the headings in this table, viz.:—two schools, one in Dublin and the other in Cork, with exclusively Jewish attendances under R.C. and Protestant teachers, and R.C. teachers, respectively; two schools, one in Co. Fermanagh and the Limerick P.L.U., with Protestant pupils under R.C. teachers; Larne P.L.U. and Lisnaskea P.L.U., with R.C. pupils under Protestant teachers; and two schools, one in Co. Down and the Cork P.L.U. with R.C. pupils under R.C. and Protestant teachers.

LIST of NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1913.

County.	Roll No.	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Rolls for 1913.	Average daily attendance, 1913.
Antrim, ..	9372	Rathlin Island, ..	Rathlin, ..	46	28
Donegal, ..	4739	Gola Island, ..	Gola, ..	43	28
Do., ..	3164	Tory Island, ..	Tory, ..	45	35
Do., ..	5466	Rutland Island, ..	Rutland, ..	32	25
Do., ..	9990	Inch Island, ..	Inch, ..	79	55
Do., ..	11342	Aranmore (2) Island,	Arran, ..	123	90
Do., ..	13302	Innismean Island,	Innismean, ..	18	16
Do., ..	13003	Innisboffin Island,	Innisboffin, ..	45	34
Do., ..	15493	Inishtrahull Island,	Inishtrahull, ..	12	11
Do., ..	15727	Inishtrror Island, ..	Inishtrror, ..	14	13
Do., ..	15813	Carriekfin Island, ..	Carriekfin, ..	18	12
Do., ..	15926	Owey Island, ..	Owey, ..	33	25
Do., ..	15955	Aranmore (1) Island,	Arran, ..	243	173
Do., ..	16069	Cruit Island, ..	Cruit, ..	43	30
Do., ..	16075	Inishfree Island, ..	Inishfree, ..	41	31
Do., ..	16115	Inniskeeragh Island,	Inniskeeragh, ..	39	31
Fermanagh, ..	7832	Galloon, ..	Gulbh, ..	24	17
Do., ..	8002	Drumnaghishahan Is.	Bon, Lough Erne,	25	19
Do., ..	11257	Innisrooske Island,	Innisrooske, ..	33	22
Clare, ..	6649	Coney Island, ..	Coney, ..	4	4
Do., ..	12018	Low Island, ..	Low, ..	14	12
Do., ..	14213	Scattery Island, ..	Scattery, ..	26	18
Do., ..	15470	Islandmore, ..	Islandmore, ..	11	10
Do., ..	15742	Horse Island, ..	Horse, ..	22	14
Cork, ..	2281	Reengarogue, ..	Reengarogue, ..	23	20
Do., ..	3195	Haulbowline Island,	Haulbowline, ..	73	63
Do., ..	5868	Long Island, ..	Long, ..	31	24
Do., ..	7452	Laurence Cove, Boys	Boar, ..	61	50
Do., ..	7453	Do., Girls	Do., ..	68	53
Do., ..	7454	Ballinskilla, ..	Do., ..	105	87
Do., ..	8018	Spike Island, ..	Spike, ..	37	31
Do., ..	13082	Whiddy Island, ..	Whiddy, ..	50	23
Do., ..	13138	Dunsey Island, ..	Dunsey, ..	47	37
Do., ..	14065	Sherkin Island, ..	Sherkin, ..	48	40
Do., ..	14303	Cape Clear Boys, ..	Clear, ..	53	45
Do., ..	14311	Do., Girls, ..	Do., ..	50	38
Do., ..	15274	Hare Island, ..	Hare, ..	74	52

LIST of NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1913—*continued*.

County.	Roll No.	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Roll, for 1913.	Average daily attendance, 1913.
Kerry, ..	7887	Knightstown, Boys,	Valencia, ..	57	48
Do., ..	7888	Do., Girls,	Do., ..	54	47
Do., ..	9337	Blasket Island, ..	Blasket, ..	54	46
Do., ..	10721	Corobeg, ..	Valencia, ..	49	41
Do., ..	10819	Ballyhearnsey, Boys,	Do., ..	32	27
Do., ..	10820	Do., Girls,	Do., ..	53	42
Do., ..	15909	Kilmore, ..	Do., ..	27	22
Westmeath, ..	15968	Inchmore Island, ..	Inchmore, ..	15	12
Galway, ..	11938	Inishnee Island, ..	Inishnee, ..	40	30
Do., ..	12339	Inishmaine, ..	Inishmaine, ..	60	53
Do., ..	12340	Killeany, ..	Arranmore, ..	77	57
Do., ..	12342	Onaght, ..	Do., ..	74	59
Do., ..	12367	Omey Island, ..	Omey, ..	21	15
Do., ..	12641	Annaghvane Island,	Annaghvane, ..	23	18
Do., ..	12826	Innishbarra Island,	Innishbarra, ..	Inoperative	
Do., ..	12854	Innishmacatree, ..	Innishmacatree, ..	16	11
Do., ..	13030	Ilancoragh Island,	Ilancoragh, ..	22	15
Do., ..	13146	Mynish Island, ..	Mynish, ..	56	39
Do., ..	13322	Innishear, ..	Innishear, ..	97	64
Do., ..	13416	Lettermullen Island,	Lettermullen, ..	95	63
Do., ..	13526	Tiernee, ..	Gorumna, ..	85	60
Do., ..	13528	Drim, ..	Do., ..	73	49
Do., ..	13699	Lettermore, ..	Lettermore, ..	70	34
Do., ..	13927	Innisboffin Boys, ..	Innisboffin, ..	56	42
Do., ..	13928	Do., Girls,	Do., ..	66	51
Do., ..	13952	Letterallow, ..	Lettermore, ..	67	40
Do., ..	14445	Innishark Island, ..	Innishark, ..	31	25
Do., ..	14498	Dynish Island, ..	Dynish, ..	17	14
Do., ..	14632	Oatquarter Boys, ..	Arranmore, ..	52	39
Do., ..	14659	St. Ronan's Boys,	Do., ..	49	37
Do., ..	14660	Do., Girls,	Do., ..	88	70
Do., ..	14724	Trabane Island, ..	Gorumna, ..	69	47
Do., ..	14746	Mason Island, ..	Mason, ..	19	18
Do., ..	14747	Feenish Island, ..	Feenish, ..	23	17
Do., ..	14782	Oatquarter Girls,	Arranmore, ..	92	63
Do., ..	15449	Innishtrawer, ..	Innishtrawin, ..	20	19
Do., ..	15513	Inishlacken Island,	Inishlacken, ..	29	18
Do., ..	15518	Knock Island, ..	Gorumna, ..	52	38
Do., ..	15679	Tawin Island, ..	Tawin, ..	24	18
Do., ..	15845	Inishtrabot, ..	Turbot, ..	25	18
Do., ..	15846	Innisturk, ..	Innisturk, ..	20	14

LIST of NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1913—*continued.*

County.	Roll No	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Rolls for 1913.	Average daily attendance, 1913.
Mayo, ..	2307	Slievemore, ..	Achill, ..	74	43
Do., ..	2308	Dereens, ..	Do., ..	171	107
Do., ..	2309	Doega, ..	Do., ..	108	61
Do., ..	8309	Bunnacurry, Girls,	Do., ..	56	32
Do., ..	8547	Valley, ..	Do., ..	91	44
Do., ..	13130	Bunnacurry Mony,	Do., ..	70	43
Do., ..	13174	St. Columba's, ..	Inisturk, ..	30	20
Do., ..	13177	St. Brigid's, ..	Clare, ..	27	19
Do., ..	13311	St. Patrick's, ..	Do., ..	41	24
Do., ..	13357	Cullenmore, ..	Cullenmore, ..	18	12
Do., ..	13384	Inniskea Island S'ch.	Inniskea, South,	30	30
Do., ..	13409	Donagh, Boys, ..	Achill, ..	99	61
Do., ..	13410	Do. Girls, ..	Do., ..	76	48
Do., ..	14565	Inniskea Island, N'th	Inniskea, North,	55	42
Do., ..	14866	Bulkmouth Island,	Achill, ..	75	40
Do., ..	15225	Achillbeg, ..	Achillbeg, ..	35	23
Do., ..	16052	Saula, ..	Achill, ..	74	41
Do., ..	16358	Innisbiggle, ..	Innisbiggle, ..	22	11
Sligo, ..	9016	Coney Island, ..	Coney, ..	14	12
Do., ..	15230	Innisnurray Island,	Innisnurray, ..	17	14

LIST of ONE HUNDRED and FORTY-TWO NATIONAL SCHOOLS attended by Half-time Pupils* on the 31st December, 1913, showing the average number of Half-time Pupils on the Rolls, and the average Daily Attendance of Half-time pupils for the year 1913.

In the case of Oxford Mill N.S., Co. Down, the "half-day" attendance system was adopted. In all the other cases the pupils attended on the "alternate day" system.

Roll No., County and School.	Average Number of half-time pupils on rolls for the year 1913.	Average daily attendance of half-time pupils for the year 1913.	Roll No., County and School.	Average Number of half-time pupils on rolls for the year 1913.	Average daily attendance of half-time pupils for the year 1913.
ANTRIM.			ARMAGH.		
25 Carrumoney (1) ..	2	2	1354 Caulough B. ..	8	7
27 Whitehouse (1) ..	41	34	2702 Caulough G. ..	-	-
2849 Whiteabbey B. ..	13	13	3556 Portadown B. ..	3	2
2850 Whiteabbey G. ..	15	15	13310 Portadown Convent ..	9	8
3592 Guy's B. ..	8	6	6236 Bessbrook B. ..	19	18
7757 Guy's G. ..	25	25	6237 Bessbrook G. ..	16	14
4223 Lisburn B. ..	12	11	7647 Darkley B. ..	5	4
15067 Lisburn Convent ..	15	14	9640 Darkley G. ..	5	4
5430 Cogry Mills ..	18	17	8166 Mullavilly (1) ..	3	3
5794 Seaman's Friend ..	106	106	8229 Mt. St. Catherine's Convent ..	11	11
7906 Harryville ..	22	22	8344 Portadown ..	3	3
8368 Burnside ..	37	35	8403 Tandragee B. ..	4	4
8516 Ligoniel ..	36	32	8404 Tandragee G. ..	4	4
8731 Brown Street ..	212	274	10791 Craigmore ..	14	13
8804 Wolfhill Mill ..	32	26	11684 Drelincourt B. ..	11	8
9024 Hutchinson St. (1) ..	3	3	11685 Drelincourt G. ..	1	-
9033 Mossley ..	46	45	11720 Tannamore ..	6	4
9314 Balmamore ..	7	7	12365 St. Patrick's B. ..	8	8
10338 Holyross B. ..	18	18	12590 Edginstown (1) ..	3	2
13325 Holyross G. ..	54	48	13112 St. James's B. ..	3	3
10435 Penny-mount ..	260	238	13113 St. James's G. ..	6	6
11137 Liscannan ..	5	5	13490 Edginstown (2) ..	3	3
11100 Linfield Mill ..	156	141	13497 Edginstown (2) ..	4	4
11305 Bidden ..	115	97	13828 Corcoran B. ..	6	6
11449 St. Mark's ..	26	26	14174 Park Road ..	5	5
11482 Greenacres B. ..	36	36	14506 Grove ..	4	4
11483 Greenacres G. ..	27	27	15583 Mullavilly (2) ..	6	5
11712 Ballyclare B. ..	4	4	15761 St. Malachy's (Bessbrook) ..	38	33
11713 Ballyclare G. ..	4	3	13880 Bessbrook ..	18	16
12221 Parkgate ..	3	3	15071 Thomas Street (Portadown) ..	1	1
12509 Ballymore St. ..	42	38	CORK.		
12838 Edginstown B. ..	83	74	14105 Clarence St. Convent ..	44	35
1234 Edginstown G. ..	76	70	DOWN.		
12967 Kibride ..	2	2	261 Dromore (1) G. ..	5	3
13616 Star of the Sea B. ..	32	21	258 Bann B. ..	4	3
13883 Derraghay ..	5	5	6644 Bann G. ..	1	1
13986 Church Street ..	2	2	1246 Anasboro' B. ..	10	10
14382 Lambeg Village ..	10	10	1486 Anasboro' G. ..	12	12
14691 Ballysillan ..	29	29	3745 Shrigley ..	6	6
14737 St. Joseph's B. (York Road) ..	12	12	4648 Irish Street ..	9	9
14738 St. Joseph's G. (York Road) ..	44	44	4657 Newtownards (2) ..	12	12
14138 St. Joseph's Convent ..	126	118	4811 Gilford Mill ..	14	12
14892 Crumlin Road B. ..	42	41	6024 Killyleagh ..	21	21
14893 Crumlin Road G. ..	174	162	6594 Fortescue ..	3	2
15278 St. Vincent's Convent ..	263	232	6641 Newtownards (1) ..	4	3
15290 Laurel Vale ..	3	3	6940 Milltown ..	3	3
15328 St. Vincent de Paul B. ..	38	37	7508 Canal St. Convent ..	43	39
15580 St. Vincent de Paul G. ..	29	29	7774 Newtownards Model B. ..	4	3
15563 St. Mary's-on-the-Hill ..	4	3	7775 Newtownards Model G. ..	7	4
15401 St. Joseph's ..	1	1	8576 Boersbridge ..	293	290
15659 St. Finian's ..	235	235	8937 Dromore (3) ..	2	1
15791 St. James's (Whiteabbey) ..	22	21			
15805 Massarene ..	2	2			
15838 Largymore ..	50	45			
16003 Crumlin ..	1	1			
16012 Dough ..	11	11			
16056 Springfield ..	26	26			

* The figures here given would represent only one-half these numbers of full-time pupils in the returns of average attendance for the respective schools.

LIST of ONE HUNDRED and FORTY-TWO NATIONAL SCHOOLS attended by Half-time Pupils on the 31st December, 1913, showing the average number of Half-time Pupils on the Rolls, and the average Daily Attendance of Half-time Pupils for the year 1913.—con.

Roll No., County and School.	Average Number of half-time pupils on rolls for the year 1913.	Average daily attendance of half-time pupils for the year 1913.	Roll No., County and School.	Average Number of half-time pupils on rolls for the year 1913.	Average daily attendance of half-time pupils for the year 1913.
DOWN—continued			TERRACE.		
7993 Knocknagor ..	1	1	467 Gortlawry ..	4	4
10205 Drogheda (4) ..	2	2	7543 Crookstown ..	1	1
10793 Drumcree Mill ..	25	24	8681 Ley B. ..	11	11
11430 Seapatrik ..	40	38	11386 Sion Mills B. ..	40	37
11542 Greenwell Street ..	24	22	11567 Sion Mills G. ..	25	21
11598 Comber Mill ..	65	65	11630 Derryloran B. ..	8	5
12135 Tullyveery ..	4	4	11637 Derryloran G. ..	9	8
12191 Castlegarden ..	56	53	12440 Lower Market ..	3	3
12589 Londonderry B. ..	8	8	12443 Oldtown B. ..	1	1
12583 Londonderry G. ..	21	21	12529 Oldtown G. ..	1	1
14772 St. Malachy's B. ..	3	2	12845 Union Place B. ..	2	2
14773 St. Malachy's G. ..	5	4	12846 Union Place G. ..	2	2
15380 St. Matthew's Convent ..	10	10	12814 St. Patrick's Convent ..	4	4
15582 St. Mary's ..	23	22	15840 St. Patrick's Monastery ..	0	0
16154 St. Finian's B. ..	3	3	14438 St. Patrick's Convent ..	1	1
16155 St. Finian's G. ..	3	2	16002 Drumglass B. ..	1	1
MUSAGHAN.			16175 Drumglass G. ..	1	1
6117 Doohamlet ..	-	-	16216 Primate Dixon Mem. B. ..	0	0
			16454 Primate Dixon Mem. G. ..	17	17

* The figures here given would represent only one-half these numbers of full-time pupils in the returns of average attendance for the respective schools.

LIST of NATIONAL SCHOOLS on 31st December, 1913, in connection with which there were VAN or BOAT services in operation for the conveyance of pupils.

County.	Roll No.	Name of School.	Mode of Service.	District Served.
Antrim ..	9270	Armagh ..	By Van	Clintyfinnan.
Armagh ..	12045	Mullaghmore ..	"	Loughgilly.
Cavan ..	12099	Billy ..	"	Drumglass.
Donegal ..	16045	Shalvey ..	"	Cronshoe.
Down ..	14160	St. John's, Newcastle ..	"	Maghera.
" ..	15270	Donard View, Newcastle ..	"	Leixlip.
Dublin ..	12014	Lucan (2) ..	"	Drumany.
Fermanagh ..	14168	Stragowna ..	"	Belinlock.
" ..	15920	Joan's Memorial ..	"	Old Grange
Kildare ..	9414	Crookstown B. and G. ..	"	Bellaghabehy.
" ..	7300	Carriageengore ..	"	Camus.
Leitrim ..	8672	Castleroe ..	"	Errow Promontory.
Londonderry ..	2363	Crossmolina B. and G. ..	"	Larkhill.
Mayo ..	14727	Lugmadiffa ..	"	Drum.
" ..	14728	Milton ..	"	
Sligo ..	13746			
" ..	14844			
Donegal ..	5436	Ratland Island ..	By Boat	Righter Island.
" ..	16076	Innisfree Island ..	"	Inishel.
Galway ..	13030	Ilammoreagh ..	"	Ilammore.
Mayo ..	13357	Callenmore Island ..	"	Ilammore and Clynish.
" ..	6698	Myna ..	"	Inniskeen and Inniskillaw.

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